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ABSTRACT

This book contains over 100 career development activities for students in kindergarten through sixth grade. Each activity is designed to meet one or more specific competencies established by the National Occupational Information Coordinating Committee. Introductory sections explain the layout of the book and provide information for conducting a sharing circle, a unique small-group discussion process that is used to promote teacher-student and student-student interaction. Activities are then organized under the three major headings of Self-Knowledge, Educational/Vocational Development, and Career Planning and Exploration. Within these three major areas, activities are arranged in developmental sequence. Activities for grades kindergarten-1 are followed by activities for grades 2-3 and grades 4-6. A grade-level designation appears at the top of each activity. The activities can be used to infuse self- and career-awareness into existing academic subject areas. Subject area connections are indicated for individual activities. Activities involve a variety of instructional strategies, several involve reading aloud sections from children's literature, and some include experience sheets for the teacher to duplicate and give to the students. Most activities conclude with a list of open-ended discussion questions and the recommendation that students be encouraged to talk about what they have learned. Many of the questions are formulated to elicit higher-level thinking in the students. (NB)

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INSIGHTS

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INSIGHTS

**A Self and Career Awareness Program
for the elementary grades**

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Introducing INSIGHTS!

A Self and Career Awareness Program for the Elementary Grades

INSIGHTS is a collection of over 100 career development activities for grades K-6. Each activity is designed to meet one or more specific competencies established by the **National Occupational Information Coordinating Committee (N.O.I.C.C.)**

INSIGHTS addresses the increasing gap between emerging job requirements and the ability of the workforce to meet them. It is designed to begin the task of preparing students for the world of work—a competitive global marketplace that is changing every day.

INSIGHTS takes the core curriculum of basic skills and makes it relevant to today's workplace. It integrates academic and vocational education, making both meaningful to children. INSIGHTS begins this task in kindergarten through grade six by developing students' self-esteem, knowledge of the value of work, and exposure to careers. Over one-hundred activities address specific objectives in these three major areas:

Self-Knowledge

- Knowledge of the importance of self-concept.
- Skills for interacting with others.
- Awareness of the importance of growth and change to career decision making

Educational/Vocational Development

- Awareness of the benefits of educational achievement.
- Awareness of relationship between work and learning.
- Skills for understanding and using career information.
- Awareness of the importance of personal responsibility and good work habits.
- Awareness of how work relates to the needs and functions of society.

Career Planning and Exploration

- Understanding of how decisions are made.
- Awareness of the interrelationship of life roles.
- Awareness of different occupations and changing male/female roles.
- Awareness of the career planning process.

Approximately the first one third of the activities address Self-Knowledge; the second third, Educational/Vocational Development, and the final third, Career Planning and Exploration. However, most activities are entirely independent and can be extracted and used in any order.

Within the three major areas, activities are arranged in **developmental sequence**. Activities for grades K-1 are followed by activities for grades 2-3 and grades 4-6. A grade-level designation appears in bold type at the top of each activity. However, you are encouraged to examine all of the activities and avail yourself of any and all that you consider appropriate for your students.

With INSIGHTS, you can infuse self and career awareness into existing academic subject areas. An educational/vocational development activity may be taught in connection with Language Arts or Math; a self-knowledge activity through Social Studies or Science; a career exploration activity in conjunction with Health or Physical Education. Subject area connections like these are indicated in bold type, just below the title.

Vaired instructional strategies include group enterprises, art projects, creative writing, movement, small- and large-group discussions, interviews, experiments, and much more. These strategies are used to introduce students to hundreds of jobs and careers.

Several activities involve reading aloud selections from the rich treasure of **children's literature**. These activities include a brief synopsis of the story so that you may locate books with similar themes, should the recommended book not be available. In many cases, alternative titles are also listed.

A number of activities include **experience sheets** for the teacher to duplicate and give to the children. At lower grade levels, experience sheets contain simple tasks that even nonreaders, with a little assistance, can complete; at higher grade levels, they are offered to facilitate self-assessment, interviewing, problem-solving, and decision-making.

The majority of activities in the program conclude with a list of open-ended **discussion questions** and the recommendation that the children be encouraged to talk about what they have learned. Many of the questions are formulated to elicit **higher-level thinking** on the part of the children. In the case of experiential activities, it is extremely important that the children exercise cognitive skills to summarize knowledge and meaning derived from the experience. Be sure to conclude the experiential portion of these activities early enough to allow time for discussion.

One of the principle instructional strategies employed by INSIGHTS is a unique small-group discussion process called the **sharing circle**. The sharing circle is this program's major process for promoting teacher-student and student-student interaction. At first glance, the sharing circle is likely to appear deceptively simple. However, adhering to established sharing circle procedures and rules is critical to its effective implementation. Before facilitating sharing circles, please read the section entitled, "Leading Sharing Circles," which follows.

Leading Sharing Circles

This section is a thorough guide for conducting sharing circles. It covers major points to keep in mind and answers questions which will arise as you begin using the activities. Please remember that these guidelines are presented to assist you, not to restrict you. Follow them and trust your own leadership style at the same time.

Sharing Circle Procedures

1. Setting up the circle (1-2 minutes)
2. Reviewing the ground rules (1-2 minutes) *
3. Introducing the topic (1-2 minutes)
4. Sharing by circle members (12-18 minutes)
5. Reviewing what is shared (3-5 minutes) *
6. Summary discussion (2-8 minutes)
7. Closing the circle (less than 1 minute)

*optional

Setting up the circle (1-2 minutes)

As you sit down with the children in the circle, remember that you are not teaching a lesson. You are facilitating a group of people. Establish a positive atmosphere. In a relaxed manner, address each child by name, using eye contact and conveying warmth. An attitude of seriousness blended with enthusiasm will let the children know that the sharing circle is an important learning experience—an activity that can be interesting and meaningful.

Reviewing the ground rules (1-2 minutes)

At the beginning of the first session, and at appropriate intervals thereafter, go over the ground rules for the sharing circle. They are:

Sharing Circle Rules

1. Bring yourself to the circle and nothing else.
2. Everyone gets a turn to share, including the leader.
3. You can skip your turn if you wish.
4. Listen to the person who is sharing.
5. The time is shared equally.
6. Stay in your own space.
7. There are no interruptions, probing, put-downs, or gossip.

From this point on, demonstrate to the children that you expect them to remember and abide by the ground rules. Convey that you think well of them and know they are fully capable of responsible behavior. Let them know that by coming to the session they are making a commitment to listen and show acceptance and respect for the other children and you.

Introducing the topic (1-2 minutes)

State the topic in your own words. Elaborate and provide examples as each activity suggests. Add clarifying statements of your own that will help the children understand the topic. Answer questions about the topic, and emphasize that there are no "right" responses. Finally, restate the topic, opening the session to responses (theirs and yours). Sometimes taking your turn first helps the children understand the aim of the topic. At various points throughout the session, state the topic again.

Just prior to leading a sharing circle, contemplate the topic and think of at least one possible response that *you* can make when it is your turn to share.

Sharing by circle members (12-18 minutes)

The most important point to remember is this: The purpose of the sharing circle is to give children an opportunity to express themselves and be accepted for the experiences, thoughts, and feelings they share. Avoid taking the action away from the circle members. They are the stars!

Reviewing what is shared (optional 3-5 minutes)

Besides modeling effective listening (the very best way to teach it) and positively reinforcing children for attentive listening, a review can be used to deliberately improve listening skills in circle members.

Reviewing is a time for reflective listening, when circle members feed back what they heard each other say during the sharing phase of the circle. Besides encouraging effective listening, reviewing provides circle members with additional recognition. It validates their experience and conveys the idea, "you are important," a message we can all profit from hearing often.

To review, a circle member simply addresses someone who shared, and briefly paraphrases what the person said ("John, I heard you say....").

The first few times you conduct reviews, stress the importance of checking with the speaker to see if the review accurately summarized the main things that were shared. If the speaker says, "No," allow him/her to make corrections. Stress too, the importance of speaking *directly* to the speaker, using the

person's name and the pronoun "you," not "he" or "she." If someone says, "S/he said that..." intervene as promptly and respectfully as possible and say to the reviewer, "Talk to Betty...Say you." This is very important. The person whose turn is being reviewed will have a totally different feeling when talked *to*, instead of *about*.

Note: Remember that the review is optional and is most effective when used *occasionally*, not as a part of every circle.

Summary discussion (2-8 minutes)

The summary discussion is the cognitive portion of the sharing circle. During this phase, the leader asks thought-provoking questions to stimulate free discussion and higher-level thinking. Each sharing circle in the program includes three or more summary questions; however, at times you may want to formulate questions that are more appropriate to the level of understanding in your group—or to what was actually shared in the circle. If you wish to make connections between the sharing circle topic and a particular subject area, ask questions that will accomplish that objective and allow the summary discussion to extend longer.

It is important that you not confuse the summary with the review. The review is optional; the summary is not. The summary meets the need of people of all ages to find meaning in what they do. Thus, the summary serves as a necessary culmination to each sharing circle by allowing the children to clarify the key concepts they gained from the session.

Closing the circle (less than 1 minute)

The ideal time to end a sharing circle is when the summary discussion reaches natural closure. Sincerely thank everyone for being part of the circle. Don't thank specific students for speaking, as doing so might convey the impression that speaking is more appreciated than mere listening. Then close the circle by saying, "The sharing circle is over," or "Okay, that ends our session."

More About Sharing Circle Procedures and Rules

The next few paragraphs offer further clarification concerning sharing circle leadership.

Why should students bring themselves to the circle and nothing else? Individual teachers differ on this point, but most prefer that children not bring objects (such as pencils, books, etc.) to the circle that may be distracting.

Who gets to talk? Everyone. The importance of acceptance cannot be overly stressed. In one way or another practically every

ground rule says one thing: *accept one another*. When you model acceptance of students, they will learn how to be accepting. Each individual in the circle is important and deserves a turn to speak if s/he wishes to take it. Equal opportunity to become involved should be given to everyone in the circle.

Circle members should be reinforced equally for their contributions. There are many reasons why a leader may become more enthused over what one child shares than another. The response may be more on target, reflect more depth, be more entertaining, be philosophically more in keeping with one's own point of view, and so on. However, children need to be given equal recognition for their contributions, even if the contribution is to listen silently throughout the session.

In most of the sharing circles, plan to take a turn and address the topic, too. Students usually appreciate it very much and learn a great deal when their teachers and counselors are willing to tell about their own experiences, thoughts, and feelings. In this way you let your students know that you acknowledge your own humanness.

Does everyone have to take a turn? No. Students may choose to skip their turns. If the circle becomes a pressure situation in which the members are coerced in any way to speak, it will become an unsafe place where participants are not comfortable. Meaningful discussion is unlikely in such an atmosphere. By allowing students to make this choice, you are showing them that you accept their right to remain silent if that is what they choose to do.

As you begin circles, it will be to your advantage if one or more children decline to speak. If you are unperturbed and accepting when this happens, you let them know you are offering them an opportunity to experience something you think is valuable, or at least worth a try, and not attempting to force-feed them. You as a leader should not feel compelled to share a personal experience in every session, either. However, if you decline to speak in most of the sessions, this may have an inhibiting effect on the willingness of the children to share.

A word should also be said about how this ground rule has sometimes been carried to extremes. Sometimes leaders have bent over backwards to let children know they don't have to take a turn. This seeming lack of enthusiasm on the part of the leader has caused reticence in the children. In order to avoid this outcome, don't project any personal insecurity as you lead the session. Be confident in your proven ability to work with children. Expect something to happen and it will.

Some circle leaders ask the participants to raise their hands when they wish to speak, while others simply allow free verbal

sharing without soliciting the leader's permission first. Choose the procedure that works best for you, but do not call on anyone unless you can see signs of readiness.

Some leaders have reported that their first circles fell flat—that no one, or just one or two children, had anything to say. But they continued to have circles, and at a certain point everything changed. Thereafter, the children had a great deal to say that these leaders considered worth waiting for. It appears that in these cases the leaders' acceptance of the right to skip turns was a key factor. In time most children will contribute verbally when they have something they want to say, and when they are assured there is no pressure to do so.

Sometimes a silence occurs during a sharing circle. Don't feel you have to jump in every time someone stops talking. During silences children have an opportunity to think about what they would like to share or to contemplate an important idea they've heard. A general rule of thumb is to allow silence to the point that you observe group discomfort. At that point move on. *Do not switch to another topic.* To do so implies you will not be satisfied until the children speak. If you change to another topic, you are telling them you didn't really mean it when you said they didn't have to take a turn if they didn't want to.

If you are bothered about children who attend a number of circles and still do not share verbally, reevaluate what you consider to be involvement. Participation does not necessarily mean talking. Students who do not speak *are* listening and learning.

How can I encourage effective listening? The sharing circle is a time (and place) for students and leaders to strengthen the habit of listening by doing it over and over again. No one was born knowing how to listen effectively to others. It is a skill like any other that gets better as it is practiced. In the immediacy of the sharing circle, the members become keenly aware of the necessity to listen, and most children respond by expecting it of one another.

In INSIGHTS, listening is defined as the respectful focusing of attention on individual speakers. It includes eye contact with the speaker and open body posture. It eschews interruptions of any kind. When you conduct a sharing circle, listen and encourage listening in the children by (1) focusing your attention on the person who is speaking, (2) being receptive to what the speaker is saying (not mentally planning your next remark), and (3) recognizing the speaker when s/he finishes speaking, either verbally ("Thanks, Shirley") or nonverbally (a nod and a smile).

To encourage effective listening in the children, reinforce them by letting them know you have noticed they were listening to each other and you appreciate it. Occasionally conducting a review after the sharing phase also has the effect of sharpening listening skills.

How can I ensure the students get equal time? When circle members share the time equally, they demonstrate their acceptance of the notion that everyone's contribution is of equal importance. It is not uncommon to have at least one dominator in a group. This person is usually totally unaware that by continuing to talk s/he is taking time from others who are less assertive.

Be very clear with the children about the purpose of this ground rule. Tell them at the outset how much time there is and whether or not you plan to conduct a review. When it is your turn, always limit your own contribution. If someone goes on and on, do intervene (dominators need to know what they are doing), but do so as gently and respectfully as you can.

What are some examples of put-downs? Put-downs convey the message, "You are not okay as you are." Some put-downs are deliberate, but many are made unknowingly. Both kinds are undesirable in a sharing circle because they destroy the atmosphere of acceptance and disrupt the flow of discussion. Typical put-downs include:

- overquestioning.
- statements that have the effect of teaching or preaching
- advice giving
- one-upsmanship
- criticism, disapproval, or objections
- sarcasm
- statements or questions of disbelief

How can I deal with put-downs? There are two major ways for dealing with put-downs in sharing circles: preventing them from occurring and intervening when they do.

Going over the ground rules with the children at the beginning of each session, particularly in the earliest sessions, is a helpful preventive technique. Another is to reinforce the children when they adhere to the rule. Be sure to use nonpatronizing, nonevaluative language.

Unacceptable behavior should be stopped the moment it is recognized by the leader. When you become aware that a put-down is occurring, do whatever you ordinarily do to stop destructive behavior in the classroom. If one child gives another an unasked-for bit of advice, say for example, "Jane, please give Alicia a chance to tell her story." To a child who interrupts say, "Ed, it's Sally's turn." In most cases the fewer words, the better—children automatically tune out messages delivered as lectures.

Sometimes children disrupt the group by starting a private conversation with the person next to them. Touch the offender on the arm or shoulder while continuing to give eye contact to the child who is speaking. If you can't reach the offender, simply

remind him/her of the rule about listening. If children persist in putting others down during sharing circles, ask to see them at another time and hold a brief one-to-one conference, urging them to follow the rules. Suggest that they reconsider their membership in the circle. Make it clear that if they don't intend to honor the ground rules, they are not to come to the circle.

How can I keep students from gossiping? Periodically remind students that using names and sharing embarrassing information is not acceptable. Urge the children to relate personally to one another, but not to tell intimate details of their lives.

What should the leader do during the summary discussion? Conduct the summary as an open forum, giving students the opportunity to discuss a variety of ideas and accept those that make sense to them. Don't impose your opinions on the children, or allow the children to impose theirs on one another. Ask open-ended questions, encourage higher-level thinking, contribute your own ideas when appropriate, and act as a facilitator.

The American workforce is running out of qualified people. If current demographic and economic trends continue, American business will have to hire a million new workers a year who cannot read, write, or count.

—David Kearns, Chairman of Xerox

Self-Knowledge

The activities in this section help students acquire knowledge of the importance of a positive self-concept to career development. The children develop skills for interacting with each other, and an awareness of the importance of emotional and physical development in career decision making.

Grades K - 1: Page 12

Grades 2 - 3: 28

Grades 4 - 6: 45

Self-Portraits ————— Art and Discussion

Relates to: Art; Language Arts (oral language), K-1

Objectives: The children will describe positive characteristics about self as perceived by self and others.

Time: approximately 30 minutes.

Materials Needed: Sturdy art paper, 11 inches by 24 inches or larger; crayons; pieces of colored paper, bits of cloth, buttons, ric rac, trim, etc.; scissors; and paste.

Directions: **Introduce the activity.** Tell the children, *Today you are going to have a chance to make a picture of a very important person—yourself.* Explain that when someone makes a picture of him or herself, it's called a *self-portrait*. Say that the self-portraits they are going to make today will include all kinds of fancy "extras," like pieces of cloth, colored paper, buttons—all sorts of neat things that they can glue on. Tell the children that pictures like this are called *collages*.

Demonstrate: Ask the children to watch as you show them how to get started and how to make a collage. Filling up your entire sheet of paper lengthwise, draw a full-body picture of a person (yourself) in crayon. Then draw in your facial features.

Assure the children that, if they like, you will help them draw their pictures of themselves. (At minimum, encourage the children to fill up the sheets and make their self-portraits as big as possible.)

Next, make a collage, using your drawing as a base. Take a piece of colored paper and tear it into the shape of a shirt and paste it on the "chest" of your drawing. Do the same thing with a different color for a skirt or pair of pants. Then cut off a piece of brightly colored cloth to look like a scarf. Paste it on the shirt along with some buttons. Be imaginative and model having fun.

By this time the children will probably be eager to start.

As the children work: As necessary, help them draw outlines of themselves and tear colored paper into the shapes of shirts, skirts, pants, or dresses. Encourage them to be creative.

Self-Portraits _____ (Continued)

Circulate and talk with the children about their collages. Compliment *them* as well as their creativity: *Susan, you have a nice smile and you drew it so well on the face of your self-portrait. And look how Susan did her hair! That ribbon looks great!*

Clean up: Allow the children to help clean up the classroom. Temporarily store the self-portraits in a safe place. Use them in the special group session that follows.

What I Like about You!

Special Group Sessions

Relates to: Language Arts (oral Language), K-1

Objectives: The children will describe positive characteristics about self as perceived by self and others.

Note: This is a follow up to the art and discussion activity, "Self Portraits."

Time: approximately 20 minutes

Materials Needed: the completed self-portraits of the children

Directions: **Review the sharing circle rules:** Technically speaking, this is not a sharing circle, but the use of the rules will help the activity go well. After you have assisted the children in forming a circle, greet them, and then ask if they remember the sharing circle rules. Review each rule with the children again. As each one is mentioned, ask the children if they will follow it. Try to gain their commitment before discussing the next rule. (Rather than doing this activity with the entire class, you may wish to lead a few small group sessions each day over two or three days.)

Explain the procedure. In your own words, tell the children, *This special session is going to be a lot like a sharing circle. We will each get to show the group the self-portrait we made and tell the group about it. After you show your self-portrait, the other children will tell you what they like about it—and then they will tell you what they like about you!*

Take your turn first. Model the procedure by holding up your self-portrait and talking about it. Point out features that were fun to do, such as pasting on the brightly colored cloth pieces. Then ask the children, What do you like about it? Listen to their compliments. Then put your self-portrait under your chair, and ask, *What do you like about me?*

What I Like about You! _____ ***(Continued)***

Repeat this procedure with each child. Offer assistance when needed. In brief, the sequence is:

1. Child shows group his or her self-portrait and talks about it.
2. Group tells child what it likes about the self-portrait.
3. Self-portrait is put to the side; child becomes the focus.
4. Group tells child what it likes about him or her.

Conclude the Special Session. Thank the children for making this time together so enjoyable.

Something Special About Me _____

_____ A Sharing Circle

Relates to: Language Arts (oral language), K-1

Objectives: The children will identify ways in which people are unique, as individuals.

Time: approximately 15 to 20 minutes

Equipment Needed: a full-length mirror set up at one end of the area where the sharing circle takes place

Directions: **Review the sharing circle rules.** Gather the children together and ask them if they remember any of the sharing circle rules. Allow the children to restate the rules that they remember, and add any that aren't mentioned. Make sure that all of the children agree to follow the rules.

State the topic. Tell the children that the topic of this sharing circle is, "Something Special About Me." Explain that everyone is unique, which means that no one is exactly like anyone else. Keep your introduction open-ended so that the children can state feelings, talents, or physical descriptions. For example, say: *Each one of us is special in many ways. In order to help you remember something special and unique about yourself, you will have a turn standing in front of the mirror. Look at yourself and find something special. It can be the color of your eyes or the way you smile. It might be the shirt or shoes you are wearing today. It could also be the way you are feeling right now or something special that you can do.*

Involve the children. You might want to model the procedure by looking at yourself in the mirror and noticing a few things that are special about you. Then invite any children who want to share to raise their hands. Have the first volunteer look in the mirror and say at least one special thing that he or she notices.

If a child who wants a turn cannot think of something special, ask open-ended questions such as: *How does your hair look? Is that special? I notice your smile. Is that special? How do you feel having your turn? Is that special?*

Something Special About Me _____

(Continued)

Conduct a summary. Use these and other questions to spark a discussion:

- *What did we do in this sharing circle?*
- *In what ways are we all special?*
- *Can you remember how someone else in the circle said he or she was special?*

Help the children to conclude that each person is special in many ways and that those ways can be both like and unlike the ways in which other people are special. Encourage them to realize that sharing their uniqueness helps others know them better.

Conclude the sharing circle. Thank the children for sharing and for being good listeners.

Are My Feelings Showing? _____

Music and Movement

Relates to: Physical Education, Music, and
Language Arts (oral language), K-1

Objectives:

Students will be able to express emotions through creative movement to music.

Time:

approximately 30 minutes

Materials Needed:

Tape recorder or record player, and cassettes or records whose music expresses different moods. Here are some suggestions:

- **Happy:** Tchaikovsky, "Dance of the Sugar Plum Fairy" from "The Nutcracker Suite" or Bobby McFerrin, "Don't Worry, Be Happy"
- **Sad:** Beethoven, "Pathetique"
- **Angry:** Beethoven, "Fifth Symphony" or Greig, "March of the Mountain King"
- **Playful:** Prokofief, "Peter and the Wolf"
- **Scared:** Saint Saens, "Dance Macabre" or Mussorgsky, "Night on Bald Mountain"
- **Confident or proud:** Theme from "Star Wars" or Elgar, "Pomp and Circumstance"

Directions:

Introduce the activity. Have the children name as many kinds of feelings as they can. Ask them to give examples of situations that would create these feelings. Explain that sometimes music can help create moods or feelings. Tell the children that you are going to play various pieces of music and they will have the opportunity to move or dance, expressing how the music makes them feel.

Initiate the movement phase of the activity. Use the auditorium or a clear outdoor space. Play a few minutes of each piece of music. Let the children interpret the mood of the music with their movements. Move with the children. Use different body parts and move from upright, squatting or lying-down positions. After each piece, ask the children, "What feeling did that music give you?"

Are My Feelings Showing? — (Continued)

Conclude the activity. Thank the children for doing such a good job of moving to the music and demonstrating the feelings it gave them. Ask them:

- *Why, at any time, is it important to know how you are feeling?*
- *Do you like to dance to music that makes you feel certain ways? Why?*
- *What are some other ways that you can express your feelings?*

What Makes Me Mad _____

_____ Reading, Discussion, and Singing

Relates to: Language Arts (reading an oral language), and Music, K-1

Objectives: The children will describe and discuss causes of stress and conflict

Time: approximately 20 minutes

Materials Needed: a copy of Norma Simon's book *I Was So Mad!*, illustrated by Dora Leder (Chicago, Albert Whitman, 1974)

Directions: Gather the children together and read them *I Was So Mad!* by Norma Simon. The story portrays situations, from a child's perspective, that result in negative feelings like frustration, anxiety, humiliation and loss of control. It describes children's inner and outer struggles as they try to control feelings and work them out in acceptable ways—sometimes successfully, sometimes not. The book ends with a song that one child's father sings when he gets mad and "feels like a firecracker going off."

After reading the book, conduct a discussion by asking the following questions:

— *Do you get mad when...*

Add situations from the book such as:

...*you are the first to go to bed?*

...*someone breaks your best toy?*

After getting responses to the first question, ask:

— *Who would like to give an example of a time when this happened to you?*

— *Who can think of an idea to help the mad feelings go away?*

Brainstorm ideas and guide the children to think of workable, yet appropriate, solutions.

What Makes Me Mad _____ **(Continued)**

Teach the children the song, "There Was a Man and He Was Mad." You will find it on the back of the book, *I Was So Mad!* Let the children jump when the word "jump" is repeated in all the verses.

Conclude the activity. Thank the children for sharing and listening. Tell them that sometimes just talking about their mad feelings will help them feel better.

Other books about anger to read to the children:

The Hating Book by Charlotte Zolotow (New York, Harper & Row, 1969)

Boy, Was I Mad! by Kathryn Hitte (New York, Parents Magazine Press, 1969)

I'll Fix Anthony by Judith Viorst (New York, Harper & Row, 1969)

The Temper Tantrum Book by Edna Preston (New York, Viking, 1969, 1971)

Practicing with Puppets

Art and Role Play

Relates to: Art and Language Arts
(oral language), K-1

Objectives: The children will identify behaviors appropriate to specific emotional situations and demonstrate healthful ways of coping with conflicts, stress, and emotions.

Time: approximately 1 hour

Materials Needed: paper lunch bags, material scraps, buttons, pieces of yarn, other "found" items that can be used to decorate paper bag puppets, glue, and colored magic markers

Directions: *Tell the children: Today we are going to make paper bag puppets that will help us act out our feelings.*

Make the puppets. Give each child a paper lunch bag. Explain to the children how to transform the bags into puppets by decorating them with the items you have set on the table. Place each bag on the table with the open end toward the child. Say: *The fold will be the mouth. To make a mouth, color the parts of the bag just above and below the fold. Then, when you put your hand inside the bag and move those parts up and down with your fingers, it will look like the puppet is talking.*

Suggest that the children glue buttons or bottle caps to the bag to represent eyes and nose, and that they use yarn for hair and material scraps for clothes. Or the children can use magic markers to draw facial features. When they are finished, let the children put their hand inside and manipulate the folded part of the bag to show the puppet "talking."

Facilitate the role play. When every child has made a puppet and tried it out, have the children come together with their puppets to act out situations that produce strong feelings, both positive and

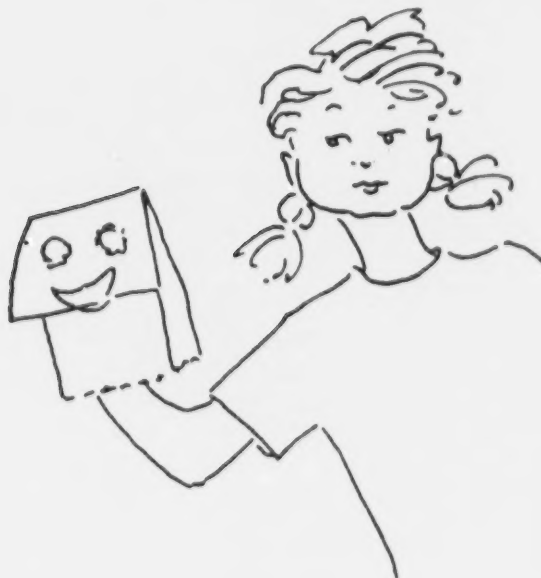
Practicing with Puppets ——— (Continued)

negative. Use some of the situations from the previous activity, "What Makes Me Mad," and add others about fear, jealousy, sadness, embarrassment, etc. Let two or three children come to the front of the class and act out a short vignette. Help them choose a feeling, a situation, and, if needed, a conflict resolution. (You may need to do the choosing for younger children.) Let them rehearse the dialogue between their puppets before going "on stage." If you don't have a puppet theater, you can improvise by turning a small table on its side, or using a tension rod in the lower part of a doorway and covering it with a sheet.

Conclude the activity. Ask the children a few open-ended questions to help them think about the purpose of the activity. For example:

- *Why do you think it is important to practice dealing with different feelings?*
- *What can help you remember to solve problems and make bad feelings a little better?*
- *How do you think you can help someone else when he or she is feeling badly?*

Thank the children for being such good puppeteers.



The Little Puppy Who Wouldn't _____

A Big Classroom Book Story

Relates to: Language Arts
(reading and oral language), K-1

Objectives: The children will describe ways in which one can meet personal needs and goals through work.

Time: approximately 20 to 30 minutes

Materials Needed: large sheets of sturdy paper (at least 18 inches by 24 inches) and a black magic marker for use in lettering the cover, title page, and text of the classroom book

Directions: **Preparation:** Prepare a big classroom book with no illustrations (These will be produced by the children in the next activity).

In large manuscript lettering, write the following text (or your own creative variation) at the top of each page:

Cover: The Little Puppy Who Wouldn't

Inside cover: By (The Children of Room 15) and (Your Name), place, and date.

Page 1: Mongo is a puppy.

Page 2: His mother thinks he is cute.

Page 3: His father thinks he is cute.

Page 4: His brothers and sisters think he is cute.

Page 5: But Mary and Mark don't think Mongo is cute.

Page 6: They say, "That Mongo won't do any work. He is a lazy puppy."

Page 7: They wanted him to play, but Mongo wouldn't.

Page 8: They wanted him to eat puppy chow, but Mongo wouldn't.

Page 9: They called him, but Mongo wouldn't come.

Page 10: One day Mary and Mark put a big bowl of bones in the yard.

Page 11: Mongo's mother ran to get one.

Page 12: Mongo's father ran to get one.

Page 13: Mongo's brothers and sisters each ran to get one.

Page 14: Mary and Mark watched Mongo. They asked, "What is that lazy puppy going to do?"

The Little Puppy Who Wouldn't

(Continued)

Page 15: Suddenly Mongo said to himself, "Why am I so lazy? I want a bone."

Page 16: Mongo ran to the bowl and got the last bone. "No more lazy bones for me," he said.

Gather the children together: Tell the children you have a story about a lazy little puppy that you would like to read to them.

Explain: *The name of this story is, "The Little Puppy Who Wouldn't." I wrote the story in a classroom book, but there is something the classroom book doesn't have. It needs illustrations, so later today (or tomorrow) we can make some pictures for it. Let's look at the classroom book together.*

Beginning with the cover, read the story. Ask the children to listen and read along silently as you display the classroom book and read the story to the them. With sweeping movements of your free hand, indicate which words you are reading.

At the end of page 14 ask the children, *How do you think this story will end?* Discuss their ideas and then read the ending to them. Finally, ask the children to read the story with you in unison once or twice.

Conclusion: Thank the children for their cooperation. Tell them that you are looking forward to seeing the illustrations they will make later on.

In the next activity the children create illustrations for this classroom book.

Illustrating the "Little Puppy" Story —

Art, Reading and Discussion

Relates to: Art; Language Arts
(reading and oral language), K-1

Objectives: The children will describe ways in which one can meet personal needs and goals through work.

Note: This activity should be conducted following the activity, "The Little Puppy Who Wouldn't"

Time: approximately 30 minutes for assigning and making illustrations, and 15 to 20 minutes for viewing and reading the completed classroom book.

Materials Needed: the classroom book, sturdy art paper in pastel colors (11 inches by 24 inches or larger), and crayons

Directions: **Introduce and organize the activity:** Remind the children of the group's agreement to illustrate the classroom book, *The Little Puppy Who Wouldn't*. Explain: *We have many pages to illustrate. Each one will show a different scene in the story. Let's decide who will make a picture for each scene.*

Open the classroom book, turn to page 1, and read it to the children. Next, ask them to read it with you in unison. Then ask, *What should the picture for this page look like?* Listen to and validate the children's suggestions. Then ask for a volunteer to make the illustration. Continue in this manner until each page has been read, ideas for an illustration have been discussed, and an illustrator has been assigned. (As assignments are made, jot down who is illustrating each page so that you can make reminders and avoid mix-ups later.)

Suggestion: Ask the children to decide in advance what color Mongo should be so that the pictures will have a uniform quality. Or do an all-purpose illustration of Mongo, duplicate it, cut it out, and have the children paste it to their pages, illustrating the rest by themselves.

If any children are left without an assignment, ask them to do illustrations for the cover, title page, "The End" page, inside back

Illustrating the "Little Puppy" Story —

(Continued)

cover, and back cover. Other children can illustrate posters to "advertise" the story.

By this time the children will probably be eager to start.

As the children work: Assist them with their illustrations only as absolutely necessary. Encourage them to make the puppies, grown dogs, children, and other things in their drawings very big, so that they fill up the whole page and can be seen from a distance.

Circulate and talk with the children about their drawings. Compliment them and their creativity: *Kim, what big whiskers you gave that dog. They look super! Is that Mongo's father?*

When they finish their illustrations, ask the children to help you secure them to their designated pages in the classroom book.

View the illustrations in the classroom book: After the illustrations have been added to all parts of the classroom book, look at them page by page with the children. Without reading the story, focus on each illustration and admire it together. Give each illustrator credit for his or her fine art work. Then read the classroom book to the children as they follow along silently. Finally, ask them to read it with you in unison.

Conclusion: Thank the children for drawing such fine illustrations for the classroom book.

This is Me!

Experience Sheet and Discussion

Relates to: Art and Language Arts (oral language), 2-3

Objectives: The children will identify interests, abilities, strengths, and weaknesses as components of personal uniqueness.

Time: approximately 3 minutes to prepare the children for the experience sheet, 10 minutes for them to complete it, and 15 to 20 minutes for a follow-up discussion

Materials Needed: copies of the experience sheet, "This is Me!" for all of the children

Directions: Show the children the experience sheet. Read the directions to them. Explain that they will have about 10 minutes to complete the experience sheet, and will then be asked to join you for a discussion. Tell the children that it will be interesting to find out what they think about themselves. Distribute the copies of the experience sheet and, if possible, circulate as the children complete them. Offer assistance as needed.

Lead a follow-up discussion. Encourage the children to respond to the following questions in a free-flowing manner:

- *You drew red circles around words that describe you. Let's hear what some of those words are.*
- *You drew blue circles around words that name things you enjoy doing. What are some of those things?*
- *You drew green circles around words that name things you do well. We'd like to hear what some of those things are.*
- *Do our experience sheets look different from one another? Why is that?*
- *Doing an experience sheet like this helps us know ourselves and each other. Why is that good?*

Conclude the activity. Thank the children for sharing their thoughts about themselves.

This Is Me!

1. Draw a red circle around words that describe you.
2. Draw a blue circle around words that name things you enjoy doing.
3. Draw a green circle around words that name things you do well.
It's OK to draw more than one circle around the same word.

drawing	running	using computer
brown hair	chocolate milk	dancing
doing puzzles	talking with friends	green eyes
friendly	boy	arithmetic
ice cream	science	swimming
girl	helping at home	short
reading	blonde hair	acting
listening to music	brown skin	wear braces
writing	freckles	hula hoops
painting	helping at school	red hair
having a pet	gardening	cooking
collecting things	carrots	tall
flowers	pony tail	tennis shoes
yogurt	kittens	going barefoot
curly hair	cars	playing a musical instrument

My Favorite Subject at School

A Sharing Circle

Relates to: Language Arts (oral language), 2-3

Objectives:

The student will identify interests, abilities, strengths, and weaknesses as components of personal uniqueness.

Time:

approximately 20 minutes

Directions:

Review the sharing circle rules. Before beginning the circle, ask the children to recall the rules, and agree to follow them throughout the session.

State the topic. Explain to the children in your own words:
Today we are going to have a chance to talk more about things that interest us—things we do well. Our topic for this sharing circle is, "My Favorite Subject at School."

Give it some thought. What subject do you particularly like and do well in here at school? Maybe it's math. Perhaps it's reading. Or possibly your favorite subject is art. It could be any subject—games, music, writing, health, science, social studies, or language. If you decide to share, tell us which one you like best and why you like it so much. Think about it for a moment. Then, when you are ready to share, raise your hand. The topic is, "My Favorite Subject at School."

Involve the children. Ask: *Is anyone ready to take a turn?* If none of the children responds, take your turn first. Then ask the children again. As they take their turns, model good listening by giving them your full attention. Ask one or two open-ended questions of individual children, but only when they are in obvious need of assistance. For example: *Tell us about a (particular story you really enjoyed reading, Earl).* Thank each child who shares.

My Favorite Subject at School

(Continued)

Conduct a summary. Here are some questions to ask the children. Allow them to answer in a free-flowing discussion:

- *Do we all have the same favorite subject?*
- *Is it okay if your favorite subject is different from everyone else's?*
- *If someone else has a favorite subject that you don't like much at all, is he or she OK?*
- *Can we make careers out of our favorite school subjects some day?*

Assure the students that they have the right to like the subjects they named. While some of them may have mentioned the same subject, differences in their preferences don't mean anyone is wrong. It is natural and normal for people to have likes that are different from one another.

Point out that good careers are based on school subjects. Most careers utilize skills and knowledge from a variety of subjects, but some careers are based primarily on one or two subjects. For example, an airplane pilot must be good at math, and an author must be good at reading and writing. People are happiest in careers that allow them to do the things they like to do and do well.

Conclude the sharing circle: Thank the children for their willingness to speak and listen so well during this session.

Things I Enjoy Doing When I'm Not at School

A Sharing Circle

Relates to: Language Arts (oral language), 2-3

Objectives: The children will identify interests, abilities, strengths, and weaknesses as components of personal uniqueness.

Time: approximately 20 minutes

Directions: **Review the sharing circle rules.** Before beginning the circle, ask the children to recall the rules, and agree to follow them throughout the session.

State the topic. Say to the children: *Who remembers what we talked about in our last sharing circle? (The children respond.) Right! We discussed our favorite subjects at school. Today we are going to talk about more activities we enjoy. Not school activities or subjects, however. The topic today is, "Things I Enjoy Doing When I'm Not at School."*

You are probably already thinking of all kinds of things you enjoy doing when you aren't here at school. Try to select one activity to tell us about. Choose something that you like to do—and that you do well. It could be riding your bike, playing with your friends, climbing trees, or just about anything. If you decide to take a turn, tell us about the activity and why you like it so much. Let's think about it for a moment. Then, when you are ready to share, raise your hand. Once again, the topic is, "Things I Enjoy Doing When I'm Not at School."

Involve the children. Ask: *Is anyone ready to take a turn?* If no one volunteers, take your turn first. Then invite them again. As the children take their turns, give them your full attention. Ask one or two open-ended questions of individual children, but only if they are in obvious need of assistance. For example: *Tell us about a time when you (got to make something in the kitchen, Kim).* Thank the children who share.

Things I Enjoy Doing When I'm Not at School

(Continued)

Conduct a summary: Here are some questions to ask the children. Allow them to answer in a free-flowing discussion:

- *Did we all have the same favorite activity away from school?*
- *Is it OK if your favorite activity is different from everyone else's?*
- *Why is it important to have activities that we enjoy?*
- *Can we make careers out of our favorite activities, even if they aren't subjects at school?*

Point out that many people base their careers on activities they enjoy outside of school. These activities often utilize special skills and knowledge. For example, children who love computer games could become software designers, and children who enjoy training and caring for their pets might become veterinarians or veterinary assistants. People are happiest in careers that allow them to do things they like to do and do well.

Conclude the sharing circle: Thank the children for doing such a good job of thinking, speaking, and listening in this session.

An Exciting Day

Mapreading and Mapmaking

Relates to: Social Studies and Art, 2-3

Objectives:

The children will:

- describe emotional experiences
- identify academic skills needed in an interest and/or career area.

Time:

approximately 45 minutes

Materials Needed:

maps from theme parks, such as Sea World, Disney World, Epcott Center, or Six Flags (one for each child or pair of children in the class); white construction paper; and crayons, colored pencils, or markers

Directions:

Introduce the activity. Explain that a theme park, like Sea World or Marine Land, is a place where there are rides and/or shows for people to enjoy. Ask the children to name some theme parks that they have visited (and were *excited* about visiting) or ones that they *would be* excited about visiting. Tell them that they are going to look at maps of a theme park (or parks) and trace where they would go during a day at that park.

Distribute maps to the children. Tell them to look at their map and point to the place where they would enter the park. Have them find other places such as eating areas, transportation systems (skyrides, monorails, trams, etc.), bathrooms, lost and found, special exhibits, or rides that they would be excited about experiencing. Give the children a few minutes to look at any special features of the map, such as a map key or a schedule of events.

Ask the children to choose partners. Suggest that they share with their partner where they would go in the park if they could be there for a day. Make sure that they include where they would have lunch, get a snack, or go if they were separated from their family. After the partners have shared with each other, ask volunteers to share their plan with the entire class. (Note: If you can make an overhead transparency of the map (or maps), it would be fun to project it and let the children use a pointer to indicate the route they would take through the park.)

An Exciting Day _____ **(Continued)**

After the children have demonstrated their understanding of the theme park map, announce that they will have the opportunity to create a map showing a theme park of their own. Explain that there are people who work as designers of theme parks and others whose job it is to draw maps of the parks. Ask them to imagine that they are designers and mapmakers, and design the most exciting, wonderful theme park they can, with the kinds of exhibits, shows, and rides that they would dream about.

Distribute construction paper and crayons, pencils, or markers. Ask the children to draw the map of their imaginary theme park so that another child reading it will understand how to get from one ride or event to another, where the food stands are located, and the location of the entries, exits, bathrooms, transportation systems, gift shops, etc.

Conclude the activity. Allow the children to share their maps in dyads or small groups. Display the maps on the bulletin board.

On-the-Job Fears

Experience Sheet and Discussion

Relates to: Language Arts (writing and oral language) and Social Studies, 2-3

Objectives:

The children will:

- identify different working conditions of jobs.
- demonstrate positive ways of performing work activities that influence keeping a job and success.

Time:

approximately 30 minutes for readiness, work time, and discussion

Materials Needed:

a pencil and one copy of the experience sheet, "On-the-Job Fears" for each child (page 38)

Directions:

Remind the children that everyone has fears, but sometimes we do what is necessary in spite of our fears. Explain that grown-ups have fears too. Sometimes things in their jobs and careers can make them afraid. Say: *An adult might be afraid of something that could happen while he or she is doing a certain job, yet that person must do the job anyway. As a teacher, I could be afraid that I might have children in my class who don't like me, but I need to do my best anyway. A truck driver might be afraid that his or her truck will break down on the highway in the middle of the night, but she or he still does the job. A dancer might be afraid of falling down and hurting a leg, but that doesn't stop him or her from dancing.*

Show the children the experience sheet. Explain that it contains a list of jobs that people might have. Next to each job title is a space in which the children are to write what that person might be afraid of. Ask them to think hard about possible fears that might go with certain jobs that grown-ups have. Tell them to write down their ideas. Point out that there are additional spaces where they can write in other jobs that they know of—and possible fears that might go with them.

Facilitate a follow-up discussion. Ask volunteers to share their responses to the experience sheet. Then ask several open-ended questions to facilitate a discussion:

On-the-Job Fears _____ **(Continued)**

- *Why must adults do their jobs, even when they are afraid?*
- *What makes people afraid?*
- *What can people do to control their fears?*

Conclude the activity. Thank the children for participating. Acknowledge them for thinking hard and coming up with possible fears that adults must overcome while working.

Experience Sheet

On-the-Job Fears

Here are a list of jobs that grown-ups have. You might choose one of these jobs when you are an adult. Next to each job, write something you think a person who has that job might be afraid of. Add other jobs that you can think of—or that you might like to have when you are an adult.

<u>Job</u>	<u>Possible Fear about the Job</u>
1. Astronaut _____	_____
2. Airline pilot _____	_____
3. Hairdresser _____	_____
4. Gardener _____	_____
5. Doctor or Nurse _____	_____
6. Factory Worker _____	_____
7. Sailor _____	_____
8. Artist _____	_____
9. Scientist _____	_____
10. Trash Collector _____	_____
11. Musician _____	_____
12. Police officer _____	_____
13. _____	_____
14. _____	_____
15. _____	_____

Shoeshine Girl

Listening and Discussion

Relates to: Language Arts (literature and oral language), 2-3

Objectives:

The children will:

- describe ways in which one can meet personal needs and goals through work.
- describe relationships among ability, effort, and achievement.
- describe the importance of preparing for an occupation, including self-employment/entrepreneurship.
- identify and assess problems that interfere with attaining one's goals.
- identify simple strategies used in solving problems.

Note: This is the first of three activities having to do with goal attainment. By identifying with the heroine in this story, the children are likely to feel her frustrations, experience her motivation to succeed, and become involved in her problem-solving efforts.

Time:

approximately 25 minutes

Materials Needed:

a copy of the storybook, *Shoeshine Girl* by Clyde Robert Bulla, illustrated by Leigh Grant, New York, Thomas Y. Crowell, 1975

Directions:

Read the story to the children. Frequently invite their speculations about what will happen next, and about how they would feel if they were Sara Ida, the heroine. Sara is a young girl who wants money and takes a job at a shoeshine stand. When the owner gets hurt in an accident, Sara works extra hard to handle things herself. In the process she helps the owner, and herself, by making some money.

Shoeshine Girl _____ (Continued)

Lead a summary discussion. Here are some questions to ask the children. Allow them to respond in a free-flowing manner:

- *Why did Sara Ida want to go to work?*
- *How good was Sara Ida at the job? Did her skill and hard work finally pay off?*
- *What was the worst problem Sara Ida faced and how did she handle it?*
- *Why will Sara Ida probably become a very successful business woman when she grows up?*
- *What was the most interesting part of this story for you? Did it give you any good ideas?*

Conclude the activity. Thank the children for listening, thinking, and sharing.

Something I Accomplished Because I Worked Hard ————— **A Sharing Circle**

Relates to: Language Arts (oral language), 2-3

Objectives:

The children will:

- describe ways in which one can meet personal needs and goals through work.
- describe relationships among ability, effort, and achievement.
- describe the importance of preparing for an occupation, including self-employment/entrepreneurship.
- identify and assess problems that interfere with attaining one's goals.
- identify simple strategies used in solving problems.

Note: This is the second of three activities having to do with goal attainment. After identifying with the efforts of the storybook heroine in the previous activity, the children recall and describe instances in which their own hard work paid off.

Time:

approximately 20 minutes

Directions:

Review the sharing circle rules. Ask the children to name as many of the rules as they can remember. Add any that they forget to mention. Ask them to agree to follow the rules throughout the session.

State the topic. Say to the children: *Remember Sara Ida, the Shoeshine Girl? She wanted money, so she got a job and worked hard, and—sure enough—she earned the money. In our sharing circle today, we are going to tell each other about times when we did something that we really wanted to do—even though it took some hard work. The topic is, "Something I Accomplished Because I Worked Hard."*

Can you remember a time like that? Your accomplishment, like Sara's, may have been earning money. Maybe you wanted to buy something special, so you worked hard, earned the money, and bought what you wanted. Or maybe you earned the money and saved it. Starting a savings account is a very impressive accomplishment.

Something I Accomplished Because I Worked Hard _____ (Continued)

Perhaps your accomplishment didn't have anything to do with money. Maybe you wanted to build a model, so you worked very hard on it until it was finished. Or maybe you wanted to go to the beach or an amusement park, so you worked hard to finish your chores so that you could go. It could have been something you worked hard on at school, at home, or somewhere else. Perhaps you did the work with friends or members of your family. Give it some thought, and when you are ready to share, raise your hand. The topic is, "Something I Accomplished Because I Worked Hard."

Involve the children. Ask: *Who would like to tell us about a time like this?* If no one is ready to speak, take your turn first. Then re-invite the children to share. As they do so, model good listening by giving each one your full attention. If a child is in need of assistance, ask an open-ended question or two. For example: *Why did you keep at it, (Sherry)? How did you feel about yourself when you finally succeeded?* Thank each child for sharing.

Conduct a summary. Here are three questions to ask the children. Allow them to answer in a free-flowing manner:

- *What made you keep working so hard?*
- *After you accomplished the thing you wanted to accomplish, how did you feel about yourself?*
- *Is it worth it to work so hard?*

Help the children realize how important it was for them to want the outcomes they sought. Their motivation spurred their efforts and resulted in success. Discuss the well-deserved pride people feel within themselves when they accomplish things through hard work. If everything were to come easily, people wouldn't have opportunities to find out what they are capable of, or to feel this kind of pride. Hard work can be tough, but it leads to big payoffs!

Conclude the sharing circle: Thank the children for their willingness to share their personal experiences and listen so well during the session.

My Accomplishment

Art, Writing, Reading, and Discussion

Relates to: Art and Language Arts (writing, reading, and oral language), 2-3

Objectives:

The children will:

- describe ways in which one can meet personal needs and goals through work.
- describe relationships among ability, effort, and achievement.
- describe the importance of preparing for an occupation, including self-employment/entrepreneurship.
- identify and assess problems that interfere with attaining one's goals.
- identify simple strategies used in solving problems.

Note: This is the last of three activities having to do with goal attainment. As a follow-up to the sharing circle, "Something I Accomplished Because I Worked Hard," it allows the children to contemplate and discuss further the value of working hard to achieve a much-desired outcome.

Time:

approximately 20 to 30 minutes each for drawing and writing, and approximately 15 to 20 minutes for viewing and reading the completed work

Materials Needed:

sturdy art paper, colored chalk, water containing dissolved sugar (3 parts water to 1 part sugar), and sponges for the art project; pencils and lined paper for writing

Directions:

Introduce the activity. Say to the children: *In our last sharing circle, we discussed things we worked hard to accomplish. Let's draw pictures of ourselves doing that hard work and then write about what we did and how it paid off. We'll start with the drawings.*

Demonstrate: Taking a sponge, and soaking it in the sugar water, generously moisten an entire sheet of art paper. Then begin to draw yourself with colored chalks doing the hard work you told the children about in the sharing circle. The sugar water gives the chalk a very vibrant effect, and the children will probably become anxious to begin.

My Accomplishment ————— (Continued)

As the children work, circulate and admire their drawings, assisting them only as absolutely necessary. Encourage them to make the pictures of themselves very big, filling up their entire sheet of paper. Tell them: *These pictures are just great. I'm eager to see the stories you write to go with them.*

Have the children place their finished pictures in out-of-the-way spots for drying. Assign each child a clean-up job.

Initiate the writing. Remind the children that they still have to write stories about their hard work and accomplishments. Before they begin, brainstorm a list of words that they are likely to use in their stories. Spell the words correctly on the chalkboard for their reference. Your list is likely to include such words as *accomplishment, work, hard, wanted, because, reward, and proud.*

As the children write, circulate and offer assistance, as needed. After the children have completed their stories, make necessary, but minimal, corrections. During a subsequent time period, allow the children to rewrite their stories, incorporating your corrections.

View the pictures and read some of the stories. Post the children's pictures on a wall, bulletin board, or display panel. Place each child's story next to his or her picture. The next day, gather the children together to admire their work. Choose a few volunteers to read their stories to the group. After each reading, compliment the author and allow the "audience" to ask questions.

Conclude the activity. Thank all of the children for their fine art work, writing, reading, thinking, and listening during all parts of the activity.

Getting to Know You

Discussion Game

Relates to: Language Arts (listening and oral language), 4-6

Objectives: The children will identify interests, abilities, strengths, and weaknesses as components of personal uniqueness.

Time: approximately 35 to 40 minutes

Materials Needed: prepared index cards (see "Preparation" below) and a die or a prepared game board, die or spinner, and set of markers for each group

Directions: **Preparation:** Write or type each of the following directions on one side of an index card. If you prefer to use a game board, create a game path, divide the path into squares, and print one direction on each square.

- A job I do at home is . . .
- Describe what you were like when you started school.
- Tell someone in the group why he or she would make a good friend.
- I usually get mad when . . .
- Tell someone in the group something you like about him or her.
- My favorite day of the week is . . . because . . .
- Tell the group how you feel right now.
- Tell the group about a hobby you have.
- Describe a time when the other kids left you out.
- Tell about something that makes you laugh.
- If I were President, the first thing I'd do would be . . .
- If you could be any age, what age would you be? Why?
- The best time I ever had in school was . . .
- Something that is really hard for me to do is . . .
- Shake hands with everyone in the group.
- Tell the group what your favorite game is.
- Something I worry about is . . .
- Name one class rule that you think is good, and why.
- The best present I ever got was . . .
- The best Halloween costume I ever wore was . . .
- The nicest thing anyone ever did for me was . . .

Getting to Know You

(Continued)

- The nicest thing I did for someone else was . . .
- A frightening experience I had was . . .
- The story I like best is . . .
- Tell the group about someone who's nice to you.
- Tell the group what your favorite song is and why.
- Tell the group the latest thing you've learned.
- If I were my parents, I'd want me to . . .
- Tell someone in the group something you think he or she is good at.
- Tell the group about a pet you have or would like to have.
- A job I'd like to try when I'm older is . . .
- Repeat the rules of this game.
- Tell the group about your favorite food.
- I usually feel happy when . . .
- If I could have anyone for my neighbor, I'd choose . . .
- If I were an animal, I'd be a . . . because . . .
- Smile at each person in the group.
- Name a story character you like.
- The sport I most like to watch is . . .
- If you were given \$100, what would you do with it?
- Repeat the last answer given by the person on your right (the deck should have several of this card to encourage careful listening)

Divide the children into groups of four or five and introduce the game. Say to the children: *The object of the game is to get to know one another better and to practice listening to each other. No one wins or loses. However there are some rules:*

- If you do not want to answer a question or follow a direction, you may pass.
- Do not pressure someone to answer if he or she does not want to.
- Take time to answer the questions carefully.
- Be honest and talk only about yourself.
- There are no put-downs. It is OK to laugh *with* people, but not *at* them.
- Listen carefully to the person who is talking.

Getting to Know You

(Continued)

Explain the steps in the game using the index cards:

1. Deal all of the cards evenly around the group, print side down.
2. The person with the longest hair is number 1. Going in a circle to the right of 1, number the rest of the group, 2 through 4 or 5.
3. Number 1 draws a card from his or her pile and reads it silently. Number 1 then has the option to either follow the instruction on the card or pass.
4. After the first person has shared, he or she rolls the die to determine who will draw next. If number six is rolled, simply roll again.

Or, explain the steps in the game using a game board:

1. The person with the longest hair is number 1. Going in a circle to the right of 1, number the rest of the group, 2 through 4 or 5.
2. Number 1 proceeds down the path the number of steps indicated by a throw of the die or a spin of the spinner
3. Number 1 follows the direction on the square where he or she lands, or passes.
4. After the first person has shared, he or she rolls the die (or spins the spinner) to determine who will move next.

Allow the children to play for approximately 20 minutes. Then call time. (If a game board is used, and the path is not circular, play ends when the last person in the group reaches the end of the path.) Have group members thank each other for sharing.

Lead a discussion. Invite the children to talk about the experience. Ask these and other questions:

- *What is one new thing you learned about a member of your group?*
- *How did you feel when you were following the different directions?*
- *If you wanted to get to know someone, would you ask these kinds of questions? Why or why not?*

Conclude the activity. Thank the children for their cooperation and openness.

When I Like Myself Most

A Sharing Circle

Relates to: Language Arts (oral language), 4-6

Objectives:

The children will:

- describe positive characteristics about self as perceived by self and others.
- demonstrate a positive attitude about self.

Time:

approximately 20 minutes

Directions:

Review the sharing circle rules. Ask the children to name and discuss any rules that they have had difficulty following in the past. Encourage them to commit to following them throughout this session.

State the topic. In your own words, say to the children: *Today, we are going to have a chance to say something positive about ourselves—something we like and respect in ourselves. The topic is, "When I Like Myself Most."*

What is it that you like most about yourself? Perhaps you feel best about yourself when you know you are learning something easily at school. Maybe you like yourself most when you are drawing a picture, playing soccer, or working on a group project. Do you like yourself when you are helpful to another person or kind to an animal? Or do you like yourself most when you are having fun with your friends? Why not close your eyes and think about it for a moment or two. Raise your hand when you are ready to speak. The topic is, "When I Like Myself Most."

Involve the children. Take your turn first if the children seem reticent. Show them by your words and manner that it is acceptable to express liking for oneself. Then, once again, invite the

When I Like Myself Most

(Continued)

children to share. As they do so, give them your full attention. Direct open-ended questions to individual children, but only when they are in obvious need of assistance. Thank each child who contributes.

Conduct a summary. Encourage the children to talk about what they learned in the circle. Ask these and other open-ended questions:

- *Why is it so important to like ourselves?*
- *If you know when you like yourself most, can you cause those times to happen?*
- *When you are feeling very good about yourself, do others like you better too? Why?*

Conclude the sharing circle. Thank the children for listening and sharing.

An Accomplishment I'm Proud Of —

Art and Discussion

Relates to: Art and Language Arts (oral and written language), 4-6

Objectives:

The children will:

- describe ways in which one can meet personal needs and goals through work.
- describe relationships among ability, effort and achievement.

Time:

approximately 20 to 30 minutes

Materials Needed:

construction paper, watercolors, brushes, pans of water, and colored markers or pencils

Directions:

Introduce the activity. Ask the children what they think an *accomplishment* is. Record their ideas on the chalkboard. Suggest that an accomplishment can be a special skill or ability acquired by practice and effort, or a goal reached through work. Invite the children to help you make a list of possible accomplishments that a child their age might accrue. Record their suggestions and add some of your own, such as making a good grade in Math, constructing a model at home, hitting a home run in a game, winning a contest or award, learning to make chocolate chip cookies, or training a dog to sit and roll over.

Explain that you want the children to illustrate one of their favorite accomplishments, using watercolors. Ask them to think of an accomplishment or achievement that made them proud. Reread the list from the board to help them remember one that is appropriate.

Distribute the art materials. Circulate around the room as the children begin to paint. Offer encouragement to children who are reticent to think of personal accomplishments. Suggest that they paint themselves achieving a goal—or paint a *symbol* of the achievement, such as a “fastest runner” award.

After the paintings are dry, ask each child to use a colored marker to write below the illustration, “I am proud that I...” and name the accomplishment. Allow students to share their pictures with the class.

An Accomplishment I'm Proud Of —

(Continued)

Conclude the activity. Thank the children for sharing, and emphasize that all people can achieve things that make them proud. Post the paintings on the bulletin board.

Extension: Ask the children to keep a journal or log of their accomplishments during the year. Every time a student does something special in class, like helping someone with a task, getting a good grade on a test, handing in homework on time for a week, showing good sportsmanship, etc., suggest that the student add it to his or her list along with the date. This will enhance self-esteem and remind the children of the many things they accomplish during the school day.

The Occupation Forest

Experience Sheet and Class Mural

Relates to: Art and Language Arts (reading and writing), 2-6

Objectives: The children will relate knowledge of self to a variety of occupations.

Time: approximately 40 minutes of class time

Materials Needed: one copy of the experience sheet for each child, a long sheet of butcher paper, and magic markers in various colors

Directions: **Introduce the activity.** Ask the children if they know what a family tree is. Listen to their answers and expand upon their ideas. For example, say: *A family tree is a way of showing your "roots." It lists your parents, grandparents, great grandparents, and so on, as far back you can go. It can also list sisters, brothers, aunts, uncles, and cousins.*

Each of us is going to make a family tree. But ours are going to be different from most family trees. We're going to make family occupation trees. They will show our occupational "roots." Then we're going to put all our trees together to make an occupation forest.

Distribute the experience sheet. Explain to the children how you want them to complete it. Say: *Take the experience sheet home and ask your parents to help you fill it out. Remember, you don't have to put names on this tree, just occupations. The tree has spaces for your mother's occupation, your father's occupation, and the occupations of your grandparents. It also has spaces for the occupations of your aunts and uncles, if you have any. List both paid and unpaid occupations. They are equally important. For example, if your mother works at home taking care of your family, list her as a homemaker or housewife. If your grandparents are no longer working, list the occupations they had when they did work.*

The Occupation Forest ——— (Continued)

As the children bring back their completed experience sheets, transfer the information to a mural. With brown and green magic markers (vary the colors if you like), draw a large tree for each child and write the various occupations on the branches of the tree. (Allow the children to do as much of this as they are able to do.) Paste a photo or draw a cartoon of the child on the trunk of the tree, and write his or her name beneath it. Soon you will have an occupation forest!

Lead a discussion. When the forest is full of trees, gather the children together and compute the number of different occupations listed. Use these and other questions to generate a discussion:

- *Which occupations are you interested in learning more about?*
- *What did you learn about your family's occupations that you didn't know before?*
- *What are you learning now that your father had to learn to do his job?*
- *What did your mother have to learn to do her job?*
- *How many of you have parents who use computers in their jobs?*
- *Do you think many of your grandparents used computers in their jobs? Why?*
- *Who can guess how many of you will use computers in your jobs?*

Conclude the activity. Thank the children for their research and contributions.

Experience Sheet

The Occupation Tree

- Write the name of your mother's occupation (job) on the tree.
- Write the name of your father's occupation on the tree.
- Write the occupations of your grandparents on the tree.
- Write the occupations of your aunts and uncles on the tree.
- Ask your Mom or Dad to help you. (Be sure to thank them.)
- Bring your occupation tree to class.

Grandmother's Occupation

Grandfather's Occupation

Grandfather's Occupation

Grandmother's Occupation

Father's Occupation

Mother's Occupation

Occupations of
Aunts and Uncles:

1. _____
2. _____
3. _____
4. _____

Occupations of
Aunts and Uncles:

1. _____
2. _____
3. _____
4. _____

Your Name

Educational/Vocational Development

The activities in this section are designed to help children develop awareness of the importance of educational achievement to career opportunities. The children discuss the relationship of work and learning, acquire skills for understanding and using career information, and develop awareness of the interrelationship of personal responsibility, good work habits, and career opportunities. In addition, children begin to understand how careers relate to the needs and functions of society.

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A Time I Was Rewarded

A Sharing Circle

Relates to: Language Arts (oral language), K-1

- Objectives:** The children will identify and discuss different types of work, both paid and unpaid.
- Time:** approximately 15 to 20 minutes
- Directions:**
- Review the sharing circle rules.** Have the children form a circle, greet them, and ask if anyone remembers one of the rules. Let the children take turns naming them. Add any that they forget to mention.
- State the topic.** *Our topic today is an exciting one. We all enjoy doing things that make other people happy, and it is especially nice when they reward us in some way. Our topic today is, "A Time I Was Rewarded."*
- There are lots of ways to earn a reward. Try to remember a time when you were rewarded in some way for something you did. Maybe you helped someone collect aluminum cans or newspapers and take them to the recycling center. Perhaps you helped someone pull weeds, or set up a lemonade/kool-aid stand and sold cold drinks to people. Maybe you earned some money picking fruit, or playing with a younger brother or sister. Take a few moments to think of a time when you were rewarded for doing something. Tell us what you did—and what your reward was. As soon as you have thought of something to share, raise your hand. The topic again is, "A Time I Was Rewarded."*
- Invite the children to share.** If no one is ready, take your turn first and then invite them again. Be sure to thank each child for his or her contribution.

A Time I Was Rewarded ——— (Continued)

Conduct a summary. After all of the children who want to share have had a turn, generate a free-flowing discussion of what the children heard. Use these and other questions:

- *What kinds of things did we do that we were rewarded for?*
- *What kinds of rewards did we receive?*
- *Was anyone rewarded with money?*
- *Why are people willing to give us rewards for the things we do?*
- *Did any of the jobs we shared help other people? Which ones?*
- *Which jobs did we do by ourselves?*
- *Which jobs did we do with others?*

Conclude the sharing circle. Assist the children to see the connection between their work efforts and the rewards they received.

Who Needs It? ————— A Thinking Game

Relates to: Social Studies, Language Arts
(oral language), and Math, K-1

Objectives: The children will describe:
—how what is currently being learned relates to future career interests and aspirations.
—how one's role as a student is like that of an adult worker.

Time: approximately 20 minutes.

Materials Needed: a large paper bag containing the following items: pencil, pen, keys, hammer/pliers, scissors, some coins in a change purse, piece of paper, ruler, eraser, dictionary, computer disk, newspaper, telephone, and measuring cup, etc.

Directions: **Gather the children together.** In your own words tell them:
Today we are going to play a thinking game. We are all going to do our best thinking while we play it. I have a bag here with some things in it. Several of us will reach into the bag to pull out one thing. Then we will talk about who needs that thing and why they need it, okay?

Discuss each item. Pull an item out of the bag and discuss it. Then allow volunteers to pull the rest of the items out of the bag. Talk about how each item is used by children at school or elsewhere, and by adults in their work. Help the children see the connections; for example, the importance of arithmetic skills in earning and using money. Ask these and other questions to generate a discussion of each item:

- *Do children need this? What for?*
- *What are we doing in school when we use this or things like it?*
- *How might you use this when you are grown up and working in a job?*
- *Do grown-ups use this in their work? How?*

Classify and sort the items. Designate three areas on the floor or a table and label them "kid/school tools," "grown up/job tools," and "both." After each item is examined and discussed, have the children put it in one of the areas.

Who Needs It? _____ (Continued)

Summary discussion: After all of the items in the bag have been removed, talked about, and classified individually, facilitate a discussion aimed at helping the children understand that the subjects and skills they are learning at school will also be helpful in their future careers. Ask:

- *Is being a student in school similar to being a grown-up at work? How?*
- *We talked about how grown-ups use all the things in the bag in their jobs. What if they hadn't gone to school when they were children? Would they be able to use these things so well now?*
- *Is it good that you are learning how to speak, listen, read, write, count, add, and subtract in school now? How will learning these things help you later on when you are grown up and working?*

Conclude the activity. Thank the children for doing such a good job of thinking, speaking, and listening.

Ways People Work — Making a Class Book

Relates to: Art and Language Arts (writing), K-1

Objectives: The children will identify and discuss different types of work, both paid and unpaid.

Time: approximately 30 minutes

Materials Needed: magazines, scissors, construction paper, magic markers, and paste

Directions: **Introduce the activity.** Say to the children: *You know that we have work time and play time in school. What are some of the things you do during work time? Raise your hand if you can name one kind of work you do.*

Have the children name the work tasks that they do in class. Then ask: *What are some of the things you do during play time? Can you name one of them?* Allow the children to discuss the ways in which they play. Follow the same questioning procedure for work and play at home so that the children hear the distinctions between work and play. Tell them that they are going to make a class book showing ways that people work.

Make the book. Explain the procedure to the children: *Everyone gets to help make the book by looking for one or two pictures from magazines that show people working. When you find a picture of someone working, I will draw a frame around it for you. Then you will cut it out, and paste it on construction paper. The picture can show an adult working, a child working, or a group of people working. For each picture you cut out, write (or dictate) a sentence that tells what kind of work the person in the picture is doing. Look for large pictures that are easy to see. You may do two pages for the book.*

After the children have each completed one or two labeled pages, punch holes in the pages and bind them together with metal rings. Have one of the children design a cover that says, "Ways People Work."

Ways People Work _____ *(Continued)*

Conclude the activity. Gather the children together and show the book to them. Read each person's description and acknowledge him or her for knowing what it means to work. Place the book on a book table in the room so that the children can read it at their leisure.

Extension: A good book to read to the children that talks about what young children want to be when they grow up is Anne Rockwell's *When We Grow Up* (New York, E. P. Dutton, 1981). It opens with young children learning to read, write, and do arithmetic so that they will grow up to be smart people with contemporary careers.

Work I Have Fun Doing

A Sharing Circle

Relates to: Language Arts (oral language), K-1

Objectives: The children will identify work activities of interest to them.

Time: approximately 15 to 20 minutes

Directions: Review the sharing circle rules. Have the children sit in a circle, greet them, and ask them to take turns naming the rules of the circle. Add any that they leave out.

State the topic. *Our topic today is, "Work I Have Fun Doing." When we play, we have fun. Sometimes when we work, we also have fun. In fact, work can seem like play if we are really interested in what we're doing. Think of some work that you like to do. Maybe you enjoy helping your Mom or Dad wash and wax the car. Have you ever helped someone paint a room or a fence? Did you enjoy it? Do you like to clean windows and watch them get shiny? Maybe you have fun folding the clothes as they come out of the dryer, or planting seeds in the garden. There are many kinds of interesting work. Think about it, and raise your hand when you are ready to share. The topic is, "Work I Have Fun Doing."*

Involve the children. Invite one of the children to take the first turn. Listen carefully as he or she shares, and encourage the other children to do the same. Thank each child who shares. Remember to take a turn yourself.

Conduct a summary. When all of the children who want to speak have done so, ask these and other questions to generate a discussion:

- Which do you like more, working by yourself or with someone else?
- Is the job you shared one that you can do again?
- Did you hear one of the other children talk about a job that you'd like to try? What was it?

Point out possible connections between the jobs the children like to do and careers or occupations.

Conclude the sharing circle. Acknowledge the children for being good workers and helpere.

Community Workers ——— A Group Mural

Social Studies, Art, Language Arts (oral language), and Math, K-1

Objectives:

The children will:

- describe the work of community workers.
- describe jobs that are present in the community.
- identify different working conditions of jobs.
- describe the contributions of major industries, products, and services available in the local community.

Note: If possible, follow this activity with the guest speaker project outlined in "Community Workers Day!"

Time:

approximately 25 to 30 minutes

Materials Needed:

a variety of magazines and newspapers, paste, scissors, and a long sheet of butcher paper; colored marking pens or tempera paints (optional)

Directions:

Introduce the activity. Ask the children to think of workers who have come to their homes to build or fix things. List the workers on chart paper. Then ask them to think of workers they have seen building or fixing things in their neighborhoods or town. List them. Finally, ask the children to describe workers they have seen in shopping centers, and list these. (Keep the list and add to it as an ongoing project.)

Have various magazines and newspapers available for the children to look through. Tell them to find pictures of various kinds of workers and cut them out. (To make cutting easier, draw a frame around each picture and have the child cut along the frame.) While the children are working, tape the butcher paper to the wall where they can reach it. Then circulate to get an idea of the types of workers the children have been able to locate.

Community Workers ————— (Continued)

Have a few children at a time paste their pictures to the butcher paper. If possible, sort and classify the workers and group them together on the mural. For example, as each child comes forward, guide him or her to a designated area of the mural. Or say: *If your worker is wearing a suit or carrying a briefcase or working at a computer, paste your picture at this end of the mural. If your worker is wearing a hard hat, jeans, or overalls, or is using a hand tool (hammer, wrench), paste your picture over here.*

If trying to achieve classifications proves too cumbersome, have the children paste their pictures in a random fashion.

Lead a discussion. When all of the children have contributed to the mural, look at the finished product together. Pick out several different kinds of workers from the mural and talk about them.

Ask these and other questions:

- *What do you think this worker does?*
- *Where do you think he (or she) works?*
- *Why is this worker important in our town?*
- *What kinds of tools does this worker use?*
- *Do you know anyone with this kind of job?*
- *Have you seen anyone doing this kind of work in our town?*
- *Can you point to a type of worker who has come to your house to work?*

Conclude the activity. Summarize by pointing out the wide variety of jobs that need to be done in most communities. Thank the children for helping you identify them.

Variation: After the children have pasted their pictures to the mural, paint or draw between and around the pictures to illustrate houses, buildings, cars, roads, etc. Choose a small team of “artists” to do the illustrating. Help them plan what to draw and approximately where on the mural to place each drawing.

Community Workers Day! _____

Guest Speakers

**Relates to: Social Studies and Language Arts
(listening and speaking), K-1**

Objectives:

The children will:

- describe the work of community workers.
- describe jobs that are present in the community.
- identify different working conditions of jobs.
- describe the contributions of major industries, products, and services available in the local community.

Note: This activity is a good follow-up to the group mural project, "Community Workers."

Time:

approximately 10 to 15 minutes for each community speaker

Directions:

Designate a "Community Workers Day." Based on the workers depicted in the Community Workers mural, select some types of workers that you would like to have visit the class. Identify local businesses that employ the types of workers you are looking for, and send them letters of invitation. (If your district employs community coordinators or liaisons, utilize this resource to help with planning.)

Create a master letter, explaining that the children are learning about different kinds of jobs in the community. State that you would like each visitor to be prepared to speak to the children for about 10 minutes, showing any tools, uniform items, or products that he or she can bring. Duplicate the letter, add the appropriate name and address to each copy, and ask the children to sign the letters.

On "Community Workers Day," have some children act as official greeters, while others serve refreshments, and still others show the visitors where to sit and take them to look at the Community Workers mural. Introduce each worker and listen with the children to his or her presentation. Remind the children to listen carefully. Encourage them to ask questions.

Community Workers Day! ——— (Continued)

The following day, prepare thank-you letters to send to the workers. Have the children sign them.

Hold a discussion. Review with the children the variety of skills, jobs, and workers that they have identified and learned about. Here are some questions to ask:

—Were there some jobs that you had never heard of before? What were they?

—Which job, if any, would you like to have someday?

—Do both men and women do that job?

—Which worker works at a desk?

—Which worker works outdoors?

—Which worker uses a computer?

—Which worker travels a lot?

Conclude the activity. Thank the children for being attentive listeners and active participants.

Who Uses This Tool?

Sharing and Discussion

Relates to: Social Studies and Language Arts
(oral language), K-1

Objectives:

The children will:

- describe the work of family members, school personnel, and community workers.
- describe jobs that are present in the community.

Time:

approximately 30 to 40 minutes

Materials Needed:

a variety of objects or tools (or pictures of objects or tools) brought by the children; a note to parents (see below)

Directions:

Preparation: Tell the children that you would like each of them to bring an object or tool (or a picture of an object or tool) to class. Give a broad definition of the term *tool*, explaining that tools are things that people use to help them do different jobs. Give some varied examples of tools (hammer, camera, comb, pen, computer) and the work they help people do. Then say to the children: *I want you to borrow a tool from your parent or neighbor. The tool should be one that your parent or neighbor uses in his or her work. Besides bringing the tool, you should be able to tell us something about the tool. Tell us the name of the tool, what it is used for, the type of job in which it is used, and where the person works when he or she is using the tool. For example, someone might bring in a wrench (show the children a wrench or a picture of a wrench). That person might say, "This is a wrench. My Dad is a plumber and he uses a wrench to fix things like sinks and drains. He goes to people's homes or offices to fix the sinks and drains." Someone else might bring in a computer disk or a picture of a computer (show a computer disk or a picture of a computer). That person might say, "My Mom is a computer programmer and she uses a computer to write things that make other computers work. She works in a big office building."*

Send a note home with the children explaining why the tools (or pictures of tools) are needed and on what date.

Who Uses This Tool? ————— (Continued)

Share the tools and information. Gather the children together in a circle. Begin by sharing an object that represents teaching. Model what you want the children to do and say. Either go around the circle systematically, or call on children at random, making sure every child has an opportunity to share. When each child is finished, if you are aware of other ways (or jobs) in which the child's tool is frequently used, provide this additional information. Compliment the children on their contributions.

Lead a review of the information shared. Ask volunteers to recall what other children said about their objects or pictures. Model the procedure by picking one of the children, naming the object the child shared, and summarizing what he or she said about that object. Call on several children in turn to review the contributions of others in the group.

Lead a discussion. Following the sharing, point out the diversity of objects and occupations, and mention how some of them contribute to services in the community. Here are some questions to ask:

- *Why do we use tools in our jobs?*
- *Did you see a tool today that you've never seen before? What was it?*
- *Did you hear about a job today that you never heard of before? Which one?*
- *What job did you especially like hearing about?*
- *Do some of the jobs described help our town? Can you name one that does?*

Conclude the activity. Remind the children to return their borrowed tools promptly, and thank them for their contributions.

A Job I'd Like to Have When I Grow Up ————— ***A Sharing Circle***

Relates to: Language Arts (oral language), K-1

Objectives:

The children will describe:

- how careers can satisfy personal needs.
- the relationship between the needs of occupations and those of society.

Note: This circle is most effective following the sharing and discussion activity, "Who Uses This Tool?"

Time:

approximately 15 to 20 minutes

Directions:

Review the sharing circle rules. Form a circle, greet the children, and ask them to mention rules that they think are particularly important. Fill in any rules that the children don't name.

State the topic. Say to the children: *We have had the opportunity to discuss several different kinds of jobs and what they are like. Today, our topic is, "A Job I Would Like to Have When I Grow Up." Take some time to think of a job you would like to try when you are an adult. Maybe you would like to be a professional football player, or an engineer who builds bridges, or a pilot who can fly planes all around the world. Maybe you would like to be a carpenter just like your Dad, or a lawyer like you Mom. You can choose any job you like. Take a few moments to think about it, and when you are ready to share, raise you hand. The topic is, "A Job I Would Like to Have When I Grow Up."*

Involve the children. Call on someone who looks eager to share. Listen carefully to every child who shares, and encourage the other children to do the same. Be sure to take a turn yourself. Tell the children about the jobs you had or considered as you were growing up—or tell them what you would do if you were not a teacher, or what you might do in later years.

A Job I'd Like to Have When I Grow Up _____ ***(Continued)***

Conduct a summary. After all of the children have had an opportunity to share, encourage them to discuss what they learned in the circle. Ask these and other questions:

- *Which of the jobs mentioned seem to help people?*
- *How do they help?*
- *Which job would you like to try someday?*
- *What would you need to learn in order to do that job?*
- *How can school prepare you for the job you want?*
- *Was there a job mentioned that sounded more like play than work? Which one was it?*

Tell the children that it is very possible that they will have several jobs in their lifetime, and that jobs don't seem like work at all if they are things that we enjoy doing.

Conclude the sharing circle. Thank the children for sharing, listening, and speaking.

A Good Job for Me — Movement Game

Relates to: Language Arts (oral language), K-1

Objectives: The children will describe how careers can satisfy personal needs.

Note: This game should be played after the sharing circle, "A Job I Would Like to Have When I Grow Up."

Time: approximately 20 minutes

Materials Needed: record player or cassette recorder, records or tapes of upbeat music, and chairs placed in a circle

Directions: **Gather the children together.** Remind them of the sharing circle, "A Job I Would Like to Have When I Grow Up." Tell them that they are going to have another opportunity to talk about a job that they would like to have—but this time they will be playing a game similar to musical chairs. Explain to the children: *Each of you needs to think of a job. It can be the same job you shared in the circle, or a different one. Maybe you liked one that you heard someone else talk about. Whatever job you choose, think of one reason why it would be a good job for you. For example, you might say, "I'd like to be an artist, because I like to draw." Or "I'd like to be a police officer because I want to help people." Or "I'd like to be a hairdresser because I help fix my little sister's hair, and I'm good at it."*

Arrange the chairs for the game. Place them in a circle, a chair for every child, minus one. Play some upbeat music and have the children march around the chairs. Stop the music, and let the children scramble for a seat. The child who remains standing gets to be the first one to tell the group about a job, explaining one reason why it would be a good job for him or her. That child then "graduates" from the game. Remove another chair. Begin the music again and repeat the process, with a second child having an opportunity to share. Continue until only one child is left. Have that child complete the sharing.

Ask questions to assist any children who have difficulty naming a job, or verbalizing a reason why the job they name would be good for them.

Conclude the activity. Congratulate the children and lead them in applause for their efforts.

Greeting Card Factory

Assembly-Line Simulation

Relates to: Social Studies and Art, K-1

Objectives:

The children will:

- describe the relationship of personal qualities to getting and keeping a job.
- demonstrate positive ways of performing work activities that influence keeping a job and success.

Note: This activity should be followed by the sharing circle, "Something I Learned in the Greeting Card Factory," which provides a discussion follow-up to the experience.

Time:

approximately 30 to 45 minutes

Materials Needed:

a variety of construction paper cut-outs depicting various holidays, e.g., red hearts, green Christmas trees, shamrocks, etc.; half-sheets of construction paper; pre-printed verses; glitter; glue; stars; stickers; and one or more long tables

Directions:

Preparation: In order to allow for mistakes and waste, prepare enough supplies to enable the assembly of several more greeting cards than there are students in your class. In addition to the decorative items, construction paper, and glue, identify and duplicate several appropriate verses. Trim the verses to fit the inside the construction paper when folded. Arrange the tables end-to-end, designate workstations (worker roles are described below) and stock them with appropriate supplies. If you are assembling more than one type of greeting card, consider having a separate assembly line for each type.

Suggestion: One type of greeting card could be a thank you note, and the notes produced could be sent to the "Community Workers Day" visitors (previous activity).

Talk to the children about assembly-line jobs and production. Explain that an assembly line consists of a group of workers (or robots, in modern, automated factories) who have among them the necessary tools and parts to manufacture a particular product. A

Greeting Card Factory ——— (Continued)

moving belt called a conveyor belt moves the product from worker to worker. Each worker performs a job or adds a part. For example, if the factory manufactures bicycles, one worker might add the pedals, another worker the handle bars, another the front wheel, and another the back wheel. Other workers fit each part tightly in place. When a product reaches the end of the belt, it is finished. Workers on an assembly line must know how to do their job, but they don't have to know everything about making the product.

Tell the children that they are going to work on an assembly line. However, on this assembly line there is no conveyor belt, so each worker must pass the product to the next worker. Say to the children: *You are applying for a job at a greeting card factory. We need the following workers on each assembly line: A folder to fold the colored paper; a pattern selector to choose the size and color of a cut-out; a gluer to squeeze glue on the outside of the card; designers to paste on cut-outs, glitter, lace, and other decorations; a gluer to squeeze glue on the inside; a message selector to add a verse to the inside; an inspector to check the cards; and a supervisor to see that everyone has enough supplies and that things are running smoothly on the assembly line.*

Have the children draw job titles from a bag. If you have more time, select the supervisors first and let them interview and assign "applicants" for the other jobs.

Begin the work day. As the children are assembling the cards, encourage the supervisors to look for problems on the line. Stop occasionally and let the supervisor make adjustments, switch workers, etc. Coach the supervisor, and encourage all the workers. Allow the assembly line to continue until more finished cards have passed inspection than there are children on the line. Blow a whistle to end the factory day.

Gather the children together and look at the cards. Have the children display the cards on a bulletin board or around the room.

Conclude the activity. Thank the children for their cooperation and productivity. Tell them to remember what happened on the assembly line so that they can talk about it in their next sharing circle.

Something I Learned in the Greeting Card Factory ————— **A Sharing Circle**

Relates to: Language Arts (oral language), K-1

Objectives:

The children will:

- describe the relationship of personal qualities to getting and keeping a job.
- demonstrate positive ways of performing work activities that influence keeping a job and success.

Time:

approximately 15 to 20 minutes

Directions:

Review the sharing circle rules. After the children have formed their circle, greet them, and ask them to name the rules for the circle. Talk about why the rules are important, and ask everyone to agree to follow them.

State the topic. Ask the children to think about their experiences during the Greeting Card Factory activity. Say to them: *We are going to talk about what we learned while working on the assembly line. The topic is, "Something I Learned in the Greeting Card Factory." Did you learn something about working together? If so, tell us about it. Did you like some jobs better than others? Tell us which ones and why. Maybe you didn't like always doing the same job, and would rather have made an entire card by yourself. Perhaps you liked your job so much that you are interested in doing that kind of work someday. When you think of something to share, raise your hand so I'll know you are ready. The topic is, "Something I Learned in the Greeting Card Factory."*

Involve the children. Ask who would like to go first. Invite each child to share. Remind the children that it's OK to share the same learning that someone else shares. Take a turn and tell the children what *you* learned from the activity, too.

Something I Learned in the Greeting Card Factory _____ (Continued)

Conduct a summary. Ask these and other questions to generate a free-flowing discussion:

- *What did you like about working together to make the cards?*
- *Did anyone want to make a whole card by him/herself?*
- *Did the assembly line work well? Did it produce lots of greeting cards?*
- *What do you think would happen if an assembly-line worker didn't come to work one day?*
- *What if a worker on the line worked very, very slowly?*
- *Do you think you would enjoy working on an assembly line in a factory? Why or why not?*

Talk about the positive and negative aspects of assembly lines. Help the children understand how one person's task is often dependent upon another person's task in order for an entire job to be completed.

Conclude the sharing circle. Thank the children for their cooperation and productivity.

Going Crackers — Edible Constructions

Relates to: Math and Art, K-1

Objectives:

The children will:

- demonstrate desirable skills for interacting with and relating to others.
- describe the importance of cooperation among workers in accomplishing a task.

Time:

approximately 15 to 20 minutes

Materials Needed:

crackers shaped like ovals, hexagons, rectangles, triangles, circles, and squares; peanut butter; paper plates; plastic knives; a deck of playing cards; and non-toxic colored pens or crayons

Directions:

Preparation: The playing-card deck provides a fun way to divide the children into pairs. Calculate the number of children who will be participating in the activity. A deck of fifty-two cards allows 23 children to match both the color and the number of the card they draw with that of another child. For example, the child who draws the three of clubs (black) finds and becomes partners with the child who draws the three of spades (also black). The child who draws the queen of diamonds (red) becomes partners with the child who draws the queen of hearts (also red). With this in mind, eliminate extra cards from the deck.

Introduce the activity. Tell the children that you want them to choose a partner for this activity. Have each child draw a playing card. Explain that they are to find their partner by looking for a matching card. Have them mill around and pair up, providing assistance, as needed.

Assign each pair one of the following activities. Explain and demonstrate the activities.

Activity 1: The partners decide who will be A and who will be B. Partner A selects one cracker of each shape: oval, hexagon, rectangle, triangle, circle, and square. Using peanut butter as the "glue," A creates a sculpture. Partner B duplicates the sculpture. After showing their sculptures to the teacher, the partners enjoy eating them.

Going Crackers ————— (Continued)

Activity 2: The partners decide who will be partner A and who will be partner B. They stand back to back. Partner A selects several different shapes of crackers and, using peanut butter, “glues” them in a pattern on a paper plate. Partner A then describes the arrangement to partner B, who does his or her best to duplicate the arrangement. The partners show each other and the teacher their results, and serve their creations to each other.

Activity 3: Working together, the partners use crackers of different shapes to create an object. For example, they use circles as the wheels of a car, squares and rectangles as parts of a camera or house, or hexagons as flowers. Or they may use differently shaped crackers to create an interesting geometric design. After “gluing” the object or design to a paper plate with peanut butter, the partners use non-toxic pens or crayons to fill in the picture with lines and colors. The partners show their creation to the teacher and then enjoy eating it together.

Talk with the children about the experience. Use these and other questions to generate a discussion:

- *What was the hardest part of the project you did?*
- *What was the most enjoyable part?*
- *Did you like working with a partner? What did you like about it?*
- *Did you and your partner agree on what to do?*
- *Why is it important for people to work well together?*

Conclude the activity. Compliment the children on their creative and cooperative efforts, and have each child thank his or her partner.

Junk Art ————— **Creative Constructions**

**Relates to: Math, Art, and Language Arts
(oral language), K-1**

Objectives:

The children will:

- demonstrate desirable skills for interacting with and relating to others.
- describe the importance of cooperation among workers in accomplishing a task.

Time:

approximately 20 to 25 minutes

Materials Needed:

a large collection of varied kinds of "junk," such as paper towel tubes, dowels in various lengths, blocks, scraps of material, bits of scrap wood, buttons, beads, feathers, bits of colored yarn, and other things in different shapes and sizes that can be used to create something; and construction paper or tag board

Directions:

Preparation: Using mostly symbols on 5-inch by 8-inch cards, prepare written instructions for the activity. Place between four and seven large dots in the center of each card. The dots, along with a minimum of words, should tell the child how many pieces of junk to select for the project. Spread the junk out over a large area to facilitate selection.

Introduce the activity. Tell the children that they are going to be using odds and ends, or junk, to make interesting creations.

Have every child pick a card. Tell the children to choose one piece of junk for each dot on their card.

Divide the children into pairs. Direct them to find someone who has the same number of junk items as they do.

Ask the partners to glue their combined junk to a piece of construction paper or tag board to create a relief design or object. The object can look like something real, such as a car or horse, or it can be an abstract design.

Junk Art _____ **(Continued)**

Have the children share their creations with the entire class.

Lead a discussion. Use these and other questions to encourage the children to talk about the experience:

- *Was it fun to make something from junk?*
- *What did you decide to make?*
- *Did you enjoy working with a partner?*
- *Did you have problems working with a partner? What kind?*
- *Why is it important that people help each other when they work together?*

Conclude the activity. Compliment the children on their creations, their imaginations, and their cooperative partnerships.

Something To Do

Story and Discussion

Relates to: Economics (specialization and exchange) and Language Arts (literature and oral language), 2-3

Objectives: The children will identify and discuss different types of work, both paid and unpaid.

Note: This is the first in a series of five activities having to do with work and learning. It serves as an introduction to the map-making activity, "Getting on the Map."

Time: approximately 20 minutes

Materials Needed: a copy of the story book, *The Do-Something Day*, written and illustrated by Joe Lasker, Viking, 1982

Directions: Read *The Do-Something Day* to the children. It is the story of Bernie, who is eager to *do something* on a particularly bright, sunny day. No one needs his help at home, so he sets off on a tour of the neighborhood, visiting shopkeepers and doing errands. The story itself will be familiar to the children, although the neighborhood—intimate, friendly, and warm—is very different from most urban neighborhoods of today.

As you read the story, show the illustrations to the children, and discuss the different types of paid and unpaid work the characters—including Bernie—are doing. Draw attention to the interdependence of people in the neighborhood as they cooperate to fulfill one another's needs through *specialization* and the *exchange* of goods and services.

Something To Do _____ (Continued)

Lead a discussion. After you have finished reading the story, encourage the children to think and talk about what they learned.

Ask these and other questions:

- *What kinds of work were members of Bernie's family doing?*
- *Do you think they were getting paid for what they were doing?*
- *What kinds of businesses did Bernie visit?*
- *Do you think the people who worked there were getting paid for what they were doing?*
- *What do you think they had to learn in school in order to do their work?*
- *Why do different people do different kinds of work (specialize)?*
- *What would happen if every person tried to produce all the goods and services that he or she needed?*
- *How does specializing make products better?*
- *How was Bernie's town different from ours?*
- *What kinds of stores and workers does our town have that Bernie's didn't have?*

Conclude the activity. Thank the children for listening, thinking, and contributing.

Getting on the Map!

A Simple Map-Making Activity

Relates to: Economics (specialization), Social Studies, and Language Arts (reading and writing), 2-3

Objectives: The children will identify and discuss different types of work, both paid and unpaid.

Note: This is the second in a series of five activities having to do with work and learning. It should be followed by the inventory and discussion activity, "Special Workers."

Time: two sessions of approximately 15 to 20 minutes each

Materials Needed: a large sheet of butcher paper and magic markers *or* multiple copies of a prepared template (see below); pencils, and crayons or colored marking pens for each team of children

Directions: **Preparation:** This activity may be done by the children as a total group, or in teams of two or three. If you decide to do it as a total group, complete the following preparations on a large sheet of butcher paper. If you decide to have the children do it in teams, prepare an 8 1/2-inch by 11-inch template that can be duplicated.

Choose a block of businesses and stores near your school that most of the children have seen many times. Try to choose one that includes at least one store (like a convenience-food store) that the children are likely to have frequented. Make a very simple map of the block, showing the street and the stores or businesses on it. Depending on the configuration of businesses you choose, show either one or both sides of the street. Label the street, but do *not* label the businesses. Using floorplan-type outlines, approximate the relative size and shape of the buildings as much as possible, so that the children will be able to identify the businesses. (If you are particularly artistic and/or ambitious, draw elevations (fronts) of the stores instead of "floorplans.")

Getting on the Map! _____ (Continued)

Introduce the activity. If you read the story of Bernie (*The Do-Something Day*) to the children, remind them of how he visited the shops and businesses in his neighborhood. Tell them that they are going to have an opportunity to become more familiar with some of the stores and businesses in the neighborhood of their school.

If you are planning to work with the total group, display the map you have made on butcher paper. If the children are going to work independently, form teams of two or three and distribute at least two templates to each team—one working copy, and one for the finished map. (The remainder of the directions will address the team approach, and can easily be adapted if you are working with the entire group.)

Orient the children to the map. Point out the name of the street, and make certain that the children know which block they are looking at. Then, in your own words, say to them: *Your job is to write in the names of the businesses and stores on the block. Start by filling in those that you can remember. Then try to find out the names of the rest.*

Decide how to handle the research involved. One way is to encourage the teams to collaborate—to get information from one another. Another is to suggest that, as a homework assignment, the teams send at least one member to the block to copy down the names of the businesses. A third method is to designate one investigative team to make the visitation and share its findings with the rest of the teams.

Circulate and talk to the children about their maps. When they fill in the name of a store or business, ask them if they can tell you what type of work goes on there. Encourage the children to use crayons or colored marking pens to add other features and details to their maps. Assist with spelling, as necessary.

Lead a discussion. After the children have finished their maps, ask them to think and talk about what they have learned. Look at the maps together and ask these and other questions:

- *Have you, or has anyone in your family, gone to this store/business?*
- *What kind of special work is done there?*
- *What kind of products does this store sell?*
- *Why do you think the owner chose this location?*
- *Are there any stores/businesses on this block that sell the same products?*

Conclude the activity. Ask the children to save their maps for use in the next activity. Thank the children for their research and map-making efforts.

Special Workers

Inventory and Discussion

Relates to: Economics (specialization), Social Studies, and Language Arts (listening, reading, and oral language), 2-3

Objectives:

The children will:

- describe relationships among ability, effort, and achievement.
- describe school tasks that are similar to skills essential for success in a career.
- identify and discuss different types of work, both paid and unpaid.
- describe the importance of preparing for an occupation, including self-employment and entrepreneurship.

Note: This is the third in a series of five activities having to do with work and learning. It should follow the map-making activity, "Getting on the Map."

Time:

several sessions of approximately 10 to 15 minutes each

Materials Needed:

the map or maps prepared in the previous activity, chart paper, and magic marker

Directions:

Preparation. Go over the map that was prepared by you and the students in the previous activity. Make certain that you have a working knowledge of the types of jobs held by people who work in the stores/businesses depicted on the map.

Introduce the activity. Tell the children that they are going to take a closer look at the stores and businesses on the block that they mapped in the last activity.

Take one business at a time (you might want to do this over a period of several days) and make a chart listing the purpose of the business and the special work that people do there. For example, if the block contains a bank, you might write:

Special Workers _____ (Continued)

Purpose:

A bank is a safe place for people to keep their money.

Special workers:

teller
branch manager
loan officer
clerk or data processor
supervisor
marketing director
personnel director
security guard

In simple terms, describe what each special worker does.

Using the same example, you might say to the children: *The teller is a person who helps you put money into your bank account, or take money out. The loan officer helps people who want to borrow money. The marketing director figures out ways of advertising the bank in order to get more people to keep their money there. The data processor sorts people's checks and adds and subtracts money from their accounts. The personnel director hires people to do all the different jobs. The security officer guards the money. The supervisor helps the tellers and clerks answer questions and make decisions. The branch manager makes sure the entire bank runs smoothly.*

Take one job at a time, and ask the children what they think a person holding that job had to learn in school in order to do the job. For example, say: *Tellers count money all day. Do you think they needed to learn math in school? The personnel director reads the forms people fill out when they want a job at the bank. What did the personnel director need to learn in school?*

Lead a culminating discussion. After all of the businesses have been inventoried, place the maps and charts on display around the room. Then gather the children together and ask these and other summarizing questions:

- How do you think the people who have all those jobs prepared for them?
- Why are there so many different kinds of work?
- Did you learn about a kind of special work that you might like to do someday?
- What will you have to learn in school to do that job?

Conclude the activity. Thank the children for their participation.

I Could Do It!

Art and Discussion

Relates to: Art, Economics (specialization) and Language Arts (oral language), 2-3

Objectives:

The children will:

- describe relationships among ability, effort, and achievement.
- describe school tasks that are similar to skills essential for success in a career.
- identify and discuss different types of work, both paid and unpaid.
- describe the importance of preparing for an occupation, including self-employment and entrepreneurship.

Note: This is the fourth in a series of five activities having to do with work and learning. It should follow the map-making and work inventory activities, "Getting on the Map," and "Special Workers."

Time:

approximately 30 minutes

Materials Needed:

construction paper (or other suitable drawing paper) and crayons, colored marking pens, or tempera paints

Directions:

Introduce the activity. Remind the children of the many different types of special work that they have learned about, just from studying one block of businesses near their school. Suggest to them that if one block contains so many different kinds of work, there must be thousands of special jobs that people can do.

Tell the children that you want them to choose one type of work that they learned about and draw a picture of themselves doing it. Say: *Imagine that you have learned all the things that you need to know in order to do that job. Show yourself doing the job. And show yourself using any tools that are part of the job.*

I Could Do It! _____ ***(Continued)***

Help the children choose the jobs they want to illustrate. Distribute the drawing materials and get them started. While the children are drawing, circulate and talk to them individually. Ask them:

- *What are you doing in your picture?*
- *Why did you choose this job?*
- *What would you have to learn in school in order to do this job?*

When the children have completed their illustrations, have them write an identifying description on the bottom of their drawing, such as, "This is Cathy. She is working as a teller at the bank."

Display the finished pictures around the room, along with the maps and charts from the previous activities. Take a few moments to look at each one with the class. Acknowledge the artist for his or her good ideas.

How I Earned Some Money

A Sharing Circle

Relates to: Language Arts (oral language), 2-3

Objectives:

The children will identify and discuss different types of work, both paid and unpaid.

Note: This is the last in a series of five activities having to do with work and learning. It can be conducted at any time during the series.

Time:

approximately 15 to 20 minutes

Directions:

Review the sharing circle rules. As soon as all of the children have joined the circle, remind them of the rules. Talk about any that they have had difficulty following in the past. Before announcing the topic, ask them to agree to observe all of the rules.

State the topic. Say to the children: *Do you like to have money with which to buy things? Most of us do. Where does your money come from? Maybe you receive a weekly allowance. That's one way to get money. Do you sometimes get paid for work that you do at home? That's called earning money, and it's what we're going to talk about today. The topic is, "How I Earned Some Money."*

Think of a time when you were paid for doing something. Maybe you helped clean out the garage, or wash the car, or mow the lawn. Maybe you watched your younger brother or sister play in the backyard so that your parents could get some work done in the house. Perhaps you walked your neighbor's dog, or rode your bike to the store to get something for your grandparent. Whatever it was that you did, you received money for it. Think about it for a few minutes and raise your hand when you are ready to share. The topic is, "How I Earned Some Money."

How I Earned Some Money — (Continued)

Involve the children. Invite them to take turns speaking. Listen carefully to each child who shares and encourage the other children to do the same. Be sure to take a turn yourself.

Conduct a summary. After all of the children who want to speak have done so, ask these and other questions to generate a discussion:

- *What were some of the ways in which we earned money?*
- *Why do people pay us to do work?*
- *What kinds of work do you do at home that you are not paid for?*
- *Does your father get paid for the work he does at home?*
- *Does your mother get paid for the work she does at home?*
- *What would happen if no one would do anything without being paid?*

Conclude the sharing circle. Thank the children for listening and contributing.

So You Want To Be an Astronaut —

Comparing and Contrasting

Relates to: Language Arts (listening and oral language), 2-3

Objectives: The children will describe the importance of preparing for an occupation, including self-employment/entrepreneurship.

Note: This activity is designed to precede the comparing and contrasting activity, "Looking at Author-Illustrators," which asks the children to perform some of the same procedures independently.

Time: three sessions, approximately 20 minutes each

Materials Needed: one copy each of the books *Sally Ride, Astronaut: An American First* by June Behrens, Chicago, Childrens Press, 1984, and *Neil Armstrong, Space Pioneer* by Paul Westman, Minneapolis, Lerner Publications Co., 1980; butcher paper and felt-tip marker

Directions: **Read both biographies to the class.** *Sally Ride, Astronaut* is the biography of the California astrophysicist who, in 1983, became the first American woman and youngest American astronaut to orbit the earth. *Neil Armstrong, Space Pioneer* is the biography of the first human to walk on the moon. After reading both stories, ask the children to help you take notes about the facts described in each. You may include details such as date and place of birth, occupation of parents, childhood anecdotes or facts, personality traits, education, and other activities preparatory to attaining the status of astronaut. You may also include some of the tasks an astronaut must perform on the job. *Take two sessions to read the biographies and take notes.*

In a third session, make a chart comparing the lives of the two astronauts. Focus on the preparation that each had to go through to become an astronaut. If you like, you can make a huge Venn Diagram, consisting of two overlapping circles. List the facts that are different in the outside circle areas and similar facts in the overlapping area. This will give the children a visual representation of the analysis of the lives of the two astronauts.

So You Want To Be an Astronaut —

(Continued)

Conduct a discussion. To summarize, ask thought-provoking questions, such as these:

- *Why was it important for these two astronauts to work hard as children, even in sports or building model airplanes?*
- *Why is it important to believe in yourself? How does it help you when you grow older?*
- *What are some skills you are learning now that could help you to become an astronaut? a writer? a computer technician? a football player?*

Conclude the activity. Thank the children for helping you make a comparison chart of the two astronauts' lives. Tell them that they used important thinking skills that will be helpful in almost any occupation they choose when they grow up.

Looking at Author-Illustrators

Using Higher-Level Thinking Skills

Relates to: Language Arts (listening and speaking), 2-3

Objectives: The children will:
—describe how careers can satisfy personal needs.
—describe the relationship of beliefs, attitudes, interests, and abilities to careers.

Note: This activity should be preceded by the activity, "So You Want To Be an Astronaut," which teaches the skill of comparing and contrasting.

Time: two or three sessions of approximately 30 minutes each

Materials Needed: one copy each of the biographies of two author-illustrators of children's books: *Self-Portrait: Trina Schart Hyman*, written and illustrated by Trina Schart Hyman, Reading, MA, Addison-Wesley, 1981; and *The Art Lesson*, written and illustrated by Tomie dePaola, New York, G.P. Putnam and Sons, 1989; a Venn Diagram template for each child and/or one large Venn Diagram drawn on butcher paper with a chalkboard compass

Directions: **Preparation:** Prepare the Venn Diagram by drawing two large, overlapping circles with three equal sections—a common overlapping section and two separate sections. Over one circle, write the heading, "Schart Hyman." Over the other circle, write the heading, "dePaola." On the inside top of the overlapping section, write the heading, "Alike." On the inside tops of the two separate sections, write the heading "Different."

Introduce the activity. Explain to the children that you are going to read two more biographies to them, this time the life stories of two author-illustrators, Trina Schart Hyman and Tomie dePaola. (If you can obtain multiple copies of the dePaola book, *The Art Lesson*, let the children read that one by themselves.) Ask the children to think about facts they learn in both biographies so that they can compare and contrast them, using a Venn Diagram.

Looking at Author-Illustrators

(Continued)

Read the Trina Schart Hyman biography. Do this during the first session (or take two sessions, as it is longer than the dePaola biography). Ask the children to help you list the facts in her life that helped her to become a successful author-illustrator of children's books.

During the next session, read (or have the children read) the dePaola biography. Again, invite the children to list the things that helped dePaola become an author-illustrator. Next, ask the children to look at the facts listed for both persons and think about which ones are the same and which ones are different. Distribute the Venn Diagram templates and/or work with the entire class, using the large Venn Diagram drawn on butcher paper. Have the children list the facts that are different between the two author-illustrators in the right and left sections of the diagram, and facts that are similar in the middle. Explain that what they are doing is *comparing* and *contrasting*. Comparing is finding things that are the same or alike and contrasting is finding things that are different. Ask volunteers to share their lists, if the exercise is done independently.

Conclude the activity. Ask volunteers to respond to some thought-provoking questions such as these:

- *How did these two people feel about their artistic talent?*
- *How did having those feelings help them develop their ability?*
- *How can a person plan to have a career that satisfies him or her?*
- *Why do you think it is important to look at the childhood experiences of successful adults?*

A Time I Was Glad I Learned to Read and Write _____ ***A Sharing Circle***

Relates to: Language Arts (oral language), 2-3

Objectives: The children will:
—demonstrate an understanding of the importance of practice, effort, and learning.
—identify and assess problems that interfere with attaining one's goals.

Time: approximately 15 to 20 minutes

Directions: **Review the sharing circle rules.** Invite the children to sit in a circle, and ask if anyone can remember the rules that are followed in the circle. Allow time for the children to restate as many rules as they can. Add any that they omit. Ask the children to agree to follow the rules before beginning the circle.

State the topic. Say to the children: *Sometimes a skill that we learn really comes in handy, even though we may not think that it is important when we are learning it. Today's topic is, "A Time I Was Glad I Learned to Read and Write."*

Can you think of a time when you needed to read and write something and you were really glad that you knew how? Maybe you received a nice letter from a grandparent, or a special friend, and you could read it and write back to that person. Did you ever have to make a sign advertising for a lost pet—or read a sign about your pet that was found by someone else? Has an adult at home ever left you a note to read after school, telling you something important? Have you had to write your Mom or Dad a note telling them where you were going after school? Weren't you glad that you could read and write? Perhaps you found a lost wallet or notebook with the owner's name and address in it and could return it because you read the information. Maybe you wrote a note to someone because you felt too shy to talk to him or her. Think quietly about it for a few minutes. Then look at me to show that you are ready to begin the circle. The topic is, "A Time I Was Glad I Learned to Read and Write."

A Time I Was Glad I Learned to Read

(Continued)

Involve the children. Invite them to take turns speaking. Encourage them to listen carefully while each person speaks. Thank each child for his or her contribution, and remember to take a turn yourself.

Conduct a summary. When the sharing circle is finished, summarize by asking these and other questions:

- *Why should we remember the times we need the skills of reading and writing?*
- *How will knowing how to read and write help us in a job when we are adults?*
- *Why is it important for us to know how to read and write now?*

Conclude the sharing circle. Thank the children for listening and sharing.

I Kept Trying Until I Finally Learned It

A Sharing Circle

Relates to: Language Arts (oral language), 2-3

Objectives: The children will demonstrate an understanding of the importance of practice, effort, and learning.

Time: approximately 15 to 20 minutes

Directions: **Review the sharing circle rules.** After the children have joined you in the circle, greet them, and request that they take turns briefly stating the ground rules. Ask them to agree to follow the rules during the session.

State the topic. Say to the children: *The topic for our session today is, "I Kept Trying Until I Finally Learned It." When we really want to learn something, we don't always notice how much effort and practice it takes to reach our goal. For instance, I'll bet you can't remember how many times you fell down when you were learning to walk. Or how many times you repeated your first words before your family clearly understood them. But even when it's fun, and the time goes by quickly, we must practice to learn most things. In our session today, tell us about something you learned through practice and effort. Maybe you remember wobbling back and forth along the sidewalk, and getting your legs tangled up in the pedals, when you first learned to ride a bike. Or perhaps you remember splashing and sinking a lot when you were learning to swim correctly. If you play a musical instrument, you probably have to practice over and over when you learn a new song. Maybe you learned something in school recently that seemed hard at first, and didn't get any easier until you practiced it. Think about it for a few minutes and raise your hand when you are ready to share. Once again, the topic is, "I Kept Trying Until I Finally Learned It."*

Involve the children. Invite the children to take turns speaking. If no one is ready, take your turn first; then invite them again. Listen attentively to each person who shares, and encourage the other children to do the same.

I Kept Trying Until I Finally Learned It

(Continued)

Conduct a summary. After the children have finished sharing, encourage them to discuss what they learned. Here are some questions to ask:

- *How does it feel to finally learn something after so much trying?*
- *Why is it important to keep trying when something is hard to learn?*
- *Who encourages you when you are learning something new?*
- *What can you do to encourage yourself when you feel like giving up?*
- *What happens when people give up instead of trying?*

Conclude the sharing circle. Acknowledge the children for all of their practice, effort, and learning in your class. Thank them for listening and sharing.

I Know People Who . . .

Listing and Categorizing

Relates to: Language Arts (oral language), 2-3

Objectives: The children will identify occupations that can be classified according to people, things, and ideas.

Time: approximately 30 minutes

Materials Needed: six large sheets of butcher paper and colored markers

Directions: **Introduce the activity.** Explain to the children that this is a cooperative activity and that they will be working in groups. Activate their prior knowledge of the skill of categorizing by asking them to remember categories of things that they have already learned. For example, ask them if they can name some categories of animals, like mammals, reptiles, birds, fish, and amphibians. Or have them list the categories of food groups. Perhaps they have learned categories of literature, such as fables, fairy tales, biographies, poetry, etc. Inform the children that in this activity they will be listing jobs and occupations according to categories.

Write the following categories of jobs on the board:

1. People Who Grow Things
2. People Who Sell Things
3. People Who Help Us
4. People Who Entertain Us
5. People Who Make Things
6. People Who Move Things or People

Divide the class into six groups. Invite each group to select a different category of jobs and occupations from the list that you have written on the board. Give each group a large piece of butcher paper and a magic marker. Ask the groups to print the name of their category of jobs at the top of the sheet in large letters.

I Know People Who . . . ——— (Continued)

Ask the groups to think of jobs to list under their category heading. Volunteers from the class at large can name one or two jobs for each category to trigger ideas within the smaller groups. Allow 10 minutes for the groups to list as many jobs under their category as they can think of. Encourage each child to think of and write down at least one job. Challenge the children to fill their paper. Walk around the room and assist any groups that need suggestions. Acknowledge group cooperation.

At the end of 10 minutes, ask each of the groups to read its list. Then invite the class to add any more jobs to that category. Put the completed lists on bulletin boards around the room.

Conclude the activity. Thank the children for working cooperatively and thinking of jobs to place in the categories.

Occupational Clue

A Board Game

Relates to: Language Arts (reading), 2-3

Objectives:

The children will:

- identify occupations that can be classified according to people, things, and ideas.
- describe jobs that are present in the student's community.
- identify different working conditions of jobs.

Time:

approximately 15 to 25 minutes

Materials Needed:

a large game board, buttons or other markers, a set of index cards containing clues to a variety of occupations

Directions:

Preparation: If you do not have a generic game board, prepare one by drawing a path of squares in (for example) a spiral shape, with the "Start" on the outside of the spiral and the "Finish" at the center of the spiral. Color in some of the squares to create "free spaces," and add other details to make the board visually appealing.

On the index cards, print or type occupational "clues," such as the following:

- I write stories for you and your parents to read.
- I build houses for you to live in.
- I help keep places from being robbed.
- I raise cattle and pigs so you have meat to eat.
- I use brushes to finish rooms and houses with colors you like.
- I practice many hours so you can enjoy the music I play.
- I go to the factory to build cars.
- I grow the crops you eat, like corn, tomatoes, carrots, and peas.
- I work in a store and sell you dresses and shirts.
- I move to music and wear costumes.
- I fix your parents' cars when they don't run properly.
- I type bills, letters, address envelopes and answer the mail.
- I drive a big truck and collect your trash.
- I draw blueprints to build homes and offices.
- I hook up your phone when you move to a new house.
- I tell you the news on television every night.
- I take your food order in the restaurant.
- I bake bread and sweet rolls for you to eat.

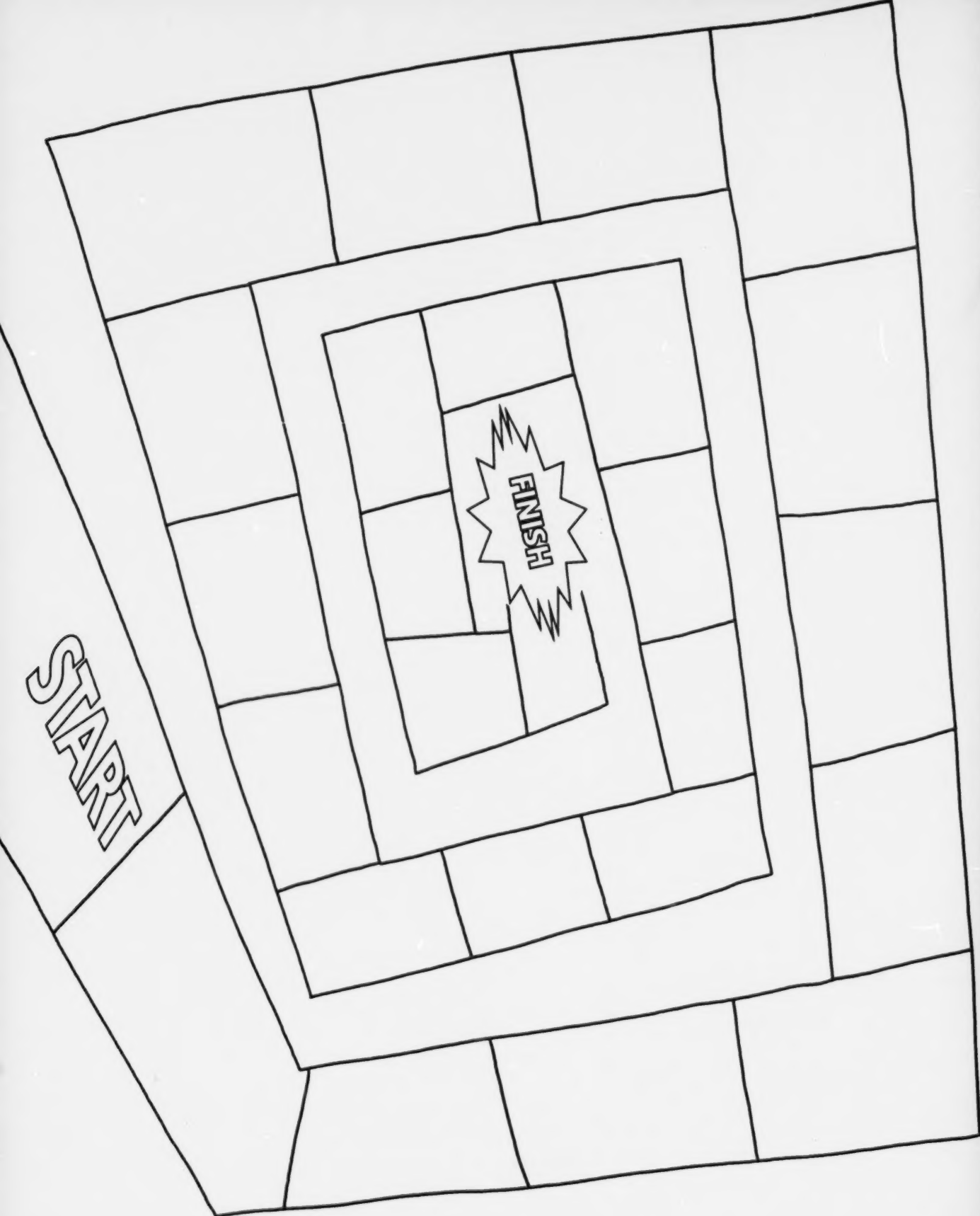
- I help people when they are sick.
- I work in a store and sell you things like horns and guitars.
- I help children learn to read and write.
- I deliver packages and letters to your house each day.
- I work in a store and sell you things like rings and watches.
- I clean your teeth and fill your cavities.
- I put the pipes in your home so the water will run and I unclog your drains when there is a problem.
- I write songs for you to listen to and enjoy.
- I drive a truck to your house if there is a fire and help to put out the fire.
- I paint and draw beautiful pictures.
- I fly the plane to take you to new and wonderful places.
- I serve you food and drinks on the plane when you are traveling.
- I work with computers designing programs.
- I design bridges, tunnels, and freeways.

Introduce the activity. Choose eight to ten children to play the game. Divide the group into two teams of four or five each. Give each team a button or marker. Place the deck of clue cards face down where both teams can reach it. Flip a coin to decide which team will go first. Explain to the children that they must try to correctly name occupations based on the clues they draw from the deck of cards. Say: *The first player on Team A will draw a card, read the clue aloud, and try to correctly name the occupation. If he or she answers correctly, Team A moves its marker to the next square on the game board. Then a second player on Team A draws a card and repeats the process. When a Team A player answers incorrectly, Team B takes over the play. The team that reaches the finish first—or is closest to the finish when I call time—wins.*

Note:

- If your students are very adept, you may wish to impose an arbitrary limit to the number of consecutive plays that a given team may have before turning over play to the other team. For example, tell the students that after three correct answers (and moves on the game board), play automatically reverts to the opposing team.
- If you cannot be available to make determinations as to the correctness of answers, appoint a panel of two or three judges and announce that its decisions are final.

Conclude the activity. Thank the children for their cooperation and teamwork.



Work I Enjoy Doing

A Sharing Circle

Relates to: Language Arts (oral language), 2-3

- Objectives:** The children will identify work activities of interest to them.
- Time:** approximately 15 to 20 minutes
- Directions:**
- Review the sharing circle rules.** When the children are seated, welcome them to the circle, and remind them of the rules. Ask several volunteers to each state a rule and explain why it is important to the smooth running of the circle. Add any that the children forget to mention, and ask them to follow the rules during the session.
- State the topic.** Say to the children: *When work is enjoyable, it doesn't seem like work! So think carefully about today's topic. It is, "Work I Enjoy Doing."*
- Is there something at school or at home that you like to do so much that it almost seems like play? Maybe you're learning to use a computer in school and, to you, it's like a great adventure. Perhaps you like to help fix dinner at home, so you never think of it as work. Or maybe your family goes camping sometimes, and you like to help pitch the tent and start the bonfire. Do you like to fold the clothes, or walk the dog, or feed the cat? Do you like to practice your reading, or your math? Think about it for a few moments, and raise your hand when you're ready to share. Once again, the topic is, "Work I Enjoy Doing."*
- Involve the children.** Give all of them an opportunity to speak. Listen attentively, and thank each child who shares. Be sure to take a turn yourself.

Work I Enjoy Doing _____ **(Continued)**

Conduct a summary. After all of the children who want to speak have done so, use these and other questions to generate discussion:

- *What kinds of work do we enjoy doing?*
- *How can you tell when someone is enjoying what he or she is doing?*
- *What kinds of work do your parents enjoy doing at home?*
- *What do you think I enjoy doing most at school?*
- *Why is it important to find work that we like to do?*

Conclude the sharing circle. Suggest to the children that one of the most important things they can do as they grow up is to find out what kinds of work they enjoy doing so that they can prepare themselves for jobs in related areas. Thank the children for listening and sharing.

The Great Pizza Production

Brainstorming and Discussion

Relates to: Economics (specialization),
Language Arts (reading and
writing) and Social Studies, 2-3

Objectives: The children will describe ways in which work and working together can help to overcome social and economic problems.

Time: approximately 30 minutes

chart paper and magic markers

Materials Needed: **Preparation:** On chart paper, draw a big picture of a pizza. Or cut out an advertising photo or illustration of a pizza and glue it to the top of the chart paper.

Directions: **Introduce the activity.** Ask the children: *What do you like to eat when you are hungry? Do you like pizza? Raise your hand if you do. Where do you go to buy your pizza? Do a lot of people work there? Have you ever noticed how many?* Listen to the answers the children give you. Let some of them guess how many people work at the pizza restaurant where they go. Jot down the numbers on the chalkboard. Then say: *I've heard that it takes hundreds of people to make a single pizza. Let's see if we can figure out who they are.*

Ask the children to name the different parts of a pizza—crust, sauce, cheese, and meat. Write these headings on the chart paper. Then ask the children to tell you their favorite *kind* of pizza. As they name different types, write down the main ingredient, e.g., pepperoni, sausage, ham, etc.

List more pizza ingredients. Ask the children what sauce is made from. List, for example, tomatoes, onions, and spices. Under crust, list flour and yeast. Continue brainstorming until you run out of ideas.

The Great Pizza Production — (Continued)

Next, talk about all the different workers who help produce each ingredient. Make a check mark on the chart for every different kind of worker named. Here are just a few ideas:

Crust is made from wheat flour. Wheat is grown by **wheat farmers**, ground into flour by **millers**, transported by **truckers**, sold to restaurants by **suppliers**, and made into crust by **chefs**.

Sauce is made from tomatos. Tomatos are grown by **vegetable farmers**, picked by **farm workers**, cleaned and packed by **packers**, shipped by **truckers**, and made into sauce by **processing-plant workers**.

Cheese is made from milk. **Dairy farmers** produce the milk, and **factory workers** make the cheese.

Pepperoni and other kinds of sausages are made from meat. Meat comes from cattle and pigs that are grown by **ranchers**. The meat is ground and pressed into long casings by **meat processors**. Spices and cereals are added to the meat first.

Spices are grown by **spice farmers**. Many of them are shipped to the U.S. from the Spice Islands (real name: Moluccas)

Don't stop there! List the people who work in the pizza restaurant: **crust-maker, meat-slicer, cheese-shaker, order-taker, busser, manager**, etc. And don't forget about the factory workers who made all the equipment and machines that are used on the ranches and farms, in the processing plants and mills, and in the restaurant itself.

By now the chart should be covered with check marks, and the children will have grasped the idea that *a lot of people* are involved in making the pizza they eat. Ask the children to count the check marks and record the total.

The Great Pizza Production — (Continued)

Lead a discussion. Draw attention to the many different kinds of special workers that have been mentioned. Point out that having food to eat is a basic need, and that—as the children have shown—it can take the cooperation of many, many people to satisfy that need. Ask several open-ended questions to generate further discussion:

- *Do you know anyone who does one of these kinds of work?*
- *Why do workers specialize?*
- *What would happen if the people who own your favorite pizza restaurant tried to produce everything by themselves?*
- *What would happen if people didn't cooperate to produce things?*
- *Does everyone in the world get enough to eat?*
- *Do you think more people in the world could be fed if we had more cooperation?*

Conclude the activity. Thank the children for contributing their excellent brainstorming skills.

How Something I'm Learning in School Will Help Me in a Career

A Sharing Circle

Relates to: Language Arts (oral language), 4-6

- Objectives:** The children will:
- describe ways that academic skills are used in the home and community and their importance in career development
 - describe school tasks that are similar to skills essential for success in a career.
- Time:** approximately 20 minutes
- Directions:** **Review the sharing circle rules.** Ask a volunteer to share all the rules that he or she can remember. Allow the other children to talk about the remaining rules. Ask them to follow the rules throughout the session.
- State the topic.** In your own words, say to the children: *Our topic today is, "How Something I'm Learning in School Will Help Me in a Career." Do you ever stop to think how useful the skills you're learning in school will be in a future job or career? Think about how you might use your language skills: Will you be a T.V. news anchor who writes scripts; a lawyer who writes briefs; a salesperson who fills out order forms; or a business executive who analyzes economic trends?*
- Think about Math: Will you be an architect who calculates the stresses and loads on different parts of buildings; a physicist who uses mathematical formulas to test theories; a chef who calculates the amount of food to buy each week; or a banker who works with balances, debits, and percentages all day? Think about Social Science: Will you be a cartographer who makes maps, a city planner who decides how to meet the needs of citizens; or an environmental engineer who finds ways to alleviate pollution? Think about Science: Will you be an x-ray technician or respiratory therapist working in a hospital; a biologist looking for more efficient ways to produce food; or an astronaut, helping to operate a space station? Consider too how you might use the skills you've learned in physical education, health, and computer science. Take a moment to decide what you want to share. When you are*

How Something I'm Learning in School Will Help Me in a Career — (Continued)

ready, raise your hand. Once again, the topic is, "How Something I'm Learning in School Will Help Me in a Career."

Involve the children. Ask who would like to share. If no one is ready, take your turn first; then invite the children again. Model good listening by giving each child your full attention. Individually thank those who share.

Conduct a summary. Ask one or two open-ended questions to spark a discussion:

- *What are some skills that can be used in a variety of careers?*
- *How will you be affected if you don't learn those skills?*
- *What could you do if you finished school and still felt weak in an important area, like computer science, reading, or math?*
- *How can you make sure that you are learning the skills and information you will need for a particular career?*

Conclude the sharing circle. Thank the children for their cooperation and contributions.

My Favorite Subject at School

A Sharing Circle

Relates to: Language Arts (oral language), 4-6

Objectives: The children will identify personal strengths and weaknesses in academic areas.

Time: approximately 20 minutes

Directions: **Review the sharing circle rules.** Ask the children to briefly discuss each of the rules. Secure their agreement to follow the rules throughout the session.

State the topic. Say to the children: *Today we're going to talk about what we most like to study. The topic is, "My Favorite Subject at School."*

Do you have a favorite subject at school? Is it one that is easier for you than others—one that you get good grades in? Or is it a subject that you don't know a lot about yet, but are eager to learn? Maybe your favorite subject changes each year; then again, maybe you always seem to prefer the same one. Tell us what you like about the subject, and how you feel about yourself when you are learning it. Does your favorite subject have anything to do with what you might want to be when you grow up? Think about it silently for a minute, and then we will begin to share. The topic is, "My Favorite Subject at School."

Involve the children. Invite each child to take a turn speaking. Listen carefully and attentively to the person talking and encourage the other children to do the same. Show the children that you appreciate their contributions by thanking them. Remember to take a turn yourself.

My Favorite Subject at School

(Continued)

Optional: After everyone who wants to share has had a turn, ask the children to recall what someone else shared and paraphrase it. Continue this process until the contribution of every person in the circle who shared has been reviewed. Tell the children that this shows what good listeners they are.

Conduct a summary. Encourage the children to talk about what they learned in the circle. Ask these and other open-ended questions:

- *What are some of the feelings we have about our favorite subjects?*
- *How do you think your favorite subject will help you become what you want to be in the future?*
- *Why are some subjects favored over others?*

Conclude the sharing circle. Thank the children for listening and sharing.

One of My Goals Is . . .

Triads, Discussion, and Experience Sheet

Relates to: Language Arts (reading, writing, and oral language), 4-6

- Objectives:** The children will implement a plan of action for improving academic skills.
- Note:** This activity and its accompanying experience sheet are particularly valuable when used in conjunction with a class project or assignment that the children are given several days to complete (see "Extension" section at the end of these directions).
- Time:** approximately 25 minutes for the introductory activity and discussion, 15 minutes for introducing and completing the experience sheet, and 10 to 15 minutes for a follow-up discussion
- Materials Needed:** a pencil and one copy of the experience sheet, "My Action Plan" for each child
- Directions:**
- Introduce the activity.** In your own words, say to the children: *In whatever work we do, we always have specific tasks that need to be completed. Some of these are big and some are small. They become our job goals and objectives. Sometimes problems arise as we work to achieve our goals. There are many ways to overcome these problems. For instance, sometimes other people can come up with solutions that we don't think of ourselves.*
- Divide the children into groups.** Randomly create groups of three children each. Have them decide who will be A, who will be B, and who will be C. (If one or two children are left over, assign them as additional C's in one or two of the groups.)
- Explain the activity by saying:** *Person A, you are the "goal-setter," and will state a goal that you want to achieve. This goal can be anything you would like to do, to have, or to become. Person B, you are the "discourager." Keep telling Person A about all the problems, obstacles, and roadblocks that could make it difficult to achieve the goal. Person C, you are the "encourager." Think of ideas and solutions to these problems and do whatever you can to help Person A achieve the goal. After a few minutes, I'll call time and tell you to switch roles. We will do this until everyone has had a chance to be the goal-setter.*

One of My Goals Is . . .

(Continued)

Before beginning the activity, choose three volunteers and demonstrate the rotation process and the interaction between the "goal-setter" and both partners. Provide examples of goal statements, positive statements, and negative statements.

While leading the activity, circulate among the children and encourage them to play their roles with enthusiasm. Allow about 5 minutes for each round.

Lead a discussion. After everyone has had a turn in each role, gather the children together and ask these and other open-ended questions:

- *What obstacles or roadblocks were mentioned most often?*
- *What were some of the best solutions offered?*
- *Do you think goals help us be successful? How?*

Give each child an experience sheet. Explain to the children that one of the most important things they can do to reach any goal is to write it down. In addition, they should think about the steps they will take to achieve their goal. Tell the children that the experience sheet provides an outline that will help them both formulate goal statements and outline objectives (steps).

Provide adequate time for the children to complete the experience sheet. Invite questions from those who need clarification. (Note: If you use this experience sheet in connection with a specific class or individual assignment, the following discussion is optional. See the directions under "Extension," below.)

Lead a follow-up discussion. After the children have completed the experience sheet, encourage them to talk about what they learned by asking these and other open-ended questions:

- *What are some of the things that you wrote as your goals?*
- *What are some of the steps you'll take to achieve your goals?*
- *What are some problems that you might encounter in achieving your goals?*
- *What can you do to overcome any problems that stand between you and your goal?*

One of My Goals Is . . .

(Continued)

Conclude the activity. Thank the children for their participation. Stress again the importance of having goals, and point out the advantages of predicting problems/obstacles that might interfere with meeting those goals.

Extension: If you are using this activity with a classroom project or assignment, have the children submit their experience sheets with their completed work. After the work has been evaluated, return the experience sheets along with the evaluated work.

Lead a discussion. Give the children an opportunity to review their work, or lead a total-class review, pointing out general class successes and shortcomings. Then generate a discussion by asking the following questions along with others you deem appropriate:

- *How could you have come closer to reaching the goal you had concerning this work? What steps would you add or change?*
- *What would you do differently if we were to do this assignment again?*
- *What were some problems that you encountered that surprised you?*
- *How did having a goal, defining the steps you had to take to achieve it, and writing all of these things down, help you do a better job?*

My Action Plan

PERSONAL PLAN OF ACTION

Make a contract with yourself. Fill in the blanks on this sheet to help you reach the goal you want to achieve.

CONTRACT: I, _____ have decided
to work on and achieve the following goal:

The first step I will take to reach this goal is to: _____

Other steps I'll take include the following (number each additional step):

My target date for reaching my goal is: _____

Today's Date: _____

Signed by: _____

How Many Jobs Can You Find? _____

Categorizing and Listing

Relates to: Social Studies and Language Arts
(oral language and writing), 4-6

Objectives: The children will identify and discuss different types of work, both paid and unpaid.

Time: approximately 45 minutes to 1 hour

Materials Needed: magazines, scissors, glue, colored markers, and 10 feet of butcher paper cut in half lengthwise to make two narrow 10-foot lengths

Directions: Ask a few volunteers to draw vertical lines dividing each length of butcher paper into five sections. In block letters, write one of the following headings at the top of each section: SERVICE, ENTERTAINMENT, FARMING, BUILDING, TRANSPORTATION, SALES, MILITARY, SCIENTIFIC, MANUFACTURING, OTHER. Staple the two pieces of butcher paper on a wall or bulletin board.

Explain to the children that they can explore future career possibilities by looking at jobs according to their purpose. Show the charts and explain that the headings on the paper are categories of jobs according to purpose. Tell the children that they are going to look in magazines for pictures of specific jobs to fit these categories. They may be paying jobs, or volunteer, unpaid jobs. Brainstorm and discuss examples in each category and write them on the board. Here are some possibilities:

- **Service:** teacher, lawyer, postal employee, doctor, flight attendant, trash collector, politician
- **Entertainment:** musician, dancer, actress, singer, talk-show host, tour guide
- **Farming:** cattle farmer, citrus grower, grape grower
- **Building:** architect, construction worker, large-equipment operator, carpenter, stonemason
- **Transportation:** bus driver, pilot, sailor, transportation engineer
- **Sales:** shop owner, computer salesperson, stockbroker, car dealer
- **Military:** anyone employed by the military

How Many Jobs Can You Find? —

(Continued)

- **Scientific:** medical researcher, space scientist, chemist, oceanographer, geologist
- **Manufacturing:** factory worker, seamstress, steel worker, robotics engineer, upholsterer
- **Other:** any job that doesn't seem to fit into the previous categories, such as artist

Have your students work in groups of four or five. Distribute magazines, scissors, and glue to each group. Say to the children: *Look through the magazines and find pictures of people working. Cut out the pictures and, as a group, decide which categories they fit into. Then glue each picture under its category heading on the butcher paper. Try to find pictures for all categories. Let's see if we can fill up the butcher paper by the end of the period.*

After clean-up, view the completed collages with the class. Ask volunteers to identify the jobs represented by the pictures in each category.

Lead a culminating discussion. Help the children summarize the experience by asking these and other thinking questions:

- *Can you name some jobs that we didn't find in the magazines and put them in a category?*
- *Which categories appeal to you most and why?*

Conclude the activity. Thank the children for working hard to place the pictures in job categories. Let them know that when it comes to choosing future jobs, they have many choices.

Learning Is My Job

Discussion and Experience Sheet

Relates to: Math and Language Arts (reading, writing, and oral language), 4-6

- Objectives:**
- The children will:
 - describe how one's role as a student is like that of an adult worker.
 - describe how what is currently being learned relates to future career interests and aspirations.
 - Describe school tasks that are similar to skills essential for success in a career.
- Time:** approximately 15 minutes for the introductory discussion, 20 minutes for introducing and completing the experience sheet, and 10 to 15 minutes for a follow-up discussion
- Materials Needed:** a pencil and one copy of the experience sheet, "Things I Do" for each child
- Directions:**
- Introduce the activity.** In your own words, explain to the children: *Just about everyone has jobs to do. Even very small children are given things to do that can be called "jobs." Today we're going to talk about some responsibilities you have everyday in school—responsibilities that help you learn. And let's say that right now, learning is your job.*
- Point out that there are some responsibilities that are part of almost all jobs. These are things that everyone who has a job needs to do.
- Make a list.** On the chalkboard write the heading: "Responsibilities I Have in My Job that You Have in Your Job." Ask the children to tell you some of the responsibilities they have in their job (of learning) that they think adults have in their jobs. Demonstrate by contributing several items to the list yourself. As the list develops, be sure that the following six items are included:
1. Be positive.
 2. Do the best job I can.
 3. Be honest.
 4. Complete all work assigned.
 5. Help others.
 6. Cooperate with others.

Learning Is My Job

(Continued)

When the list includes at least ten items, underline the six items named above. Tell the children that they will have an opportunity to use these items to solve a puzzle.

Give each child an experience sheet. Read the directions aloud while the children follow along. Explain that to solve the puzzle, they must figure out where each of the six responsibilities fits. Assure them that every item fits perfectly into one of the rows or columns. Remind them to use as clues the letters that have already been filled in.

Circulate among the children and offer assistance as necessary.

Lead a Discussion. After all of the children have completed the puzzle, ask these and other open-ended questions to generate a discussion:

- *What does it mean to be positive?*
- *What does it mean to cooperate with others?*
- *What does it mean to help others?*
- *What does it mean to do the best job I can?*
- *What does it mean to be honest?*
- *What does it mean to be on time?*
- *Why are these responsibilities so important to doing a job well?*

Conclude the activity. Point out that the children are already meeting these responsibilities in many ways, and that, by making habits of them, they will not only succeed in school, but in all future jobs.

A Very Unpuzzling Puzzle

Things I Do

Directions: Read the list of six sentences below. Each sentence describes a very important responsibility. People who *make it a habit* to do these things are almost always successful in their jobs. If you make it a habit to do these things at school, there's no puzzle about it—you will be successful:

Be Positive.

Complete All Work Assigned.

Be Honest.

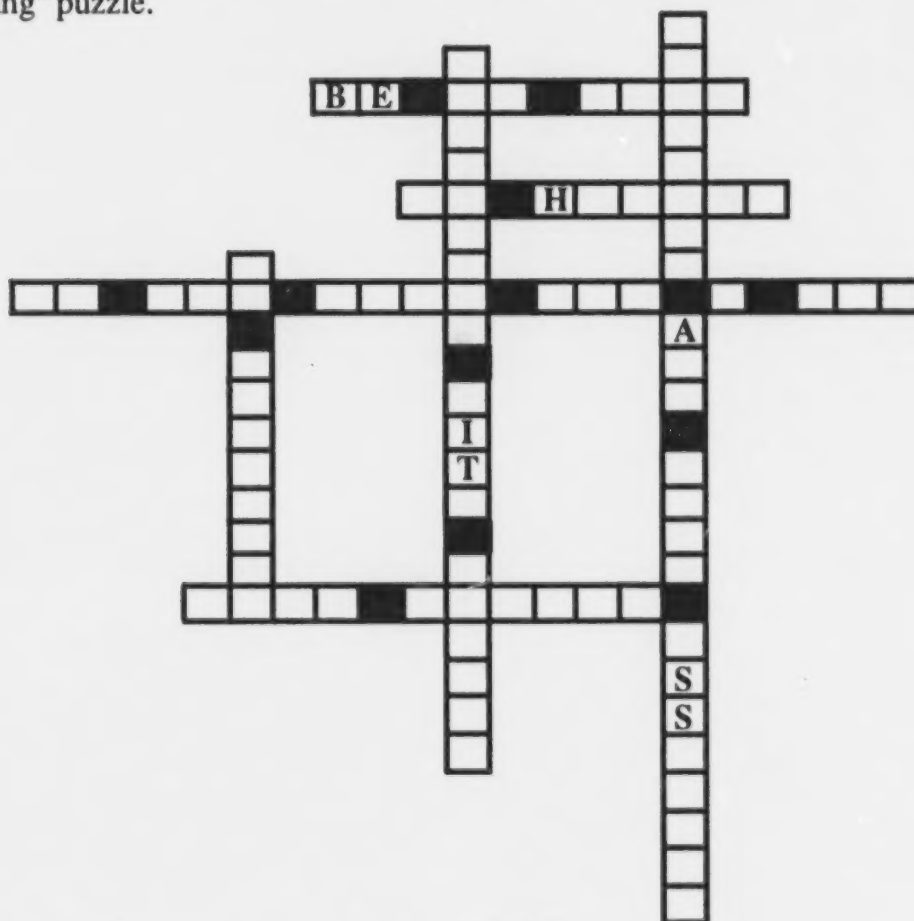
Be On Time.

Help Others.

Do The Best Job I Can.

Cooperate With Others.

Fill in the blank spaces below with the sentences from the list above. Some letters are already there. Use them as clues to help you complete this "very unpuzzling" puzzle.



The Career Gazette

Newsletter Writing and Production

Relates to: Language Arts (writing, interviewing), Art, Computer Science, and Economics (specialization and exchange), 4-6

Objectives:

The children will:

- describe the work of family members, school personnel, and community workers.
- describe jobs that are present in the student's community.
- demonstrate skills using school and community resources to learn about careers.
- identify different working conditions of jobs.
- describe the importance of cooperation among workers to accomplishing a task.
- demonstrate ability to work with and get along positively with people who are different from themselves.

Time:

After the initial assignments (approximately 30 minutes), allow interviewing/writing/production time each day, extending the activity over two to three weeks (more, if desired).

Materials Needed:

writing materials, tape recorder(s), computer, appropriate software (word processing, drawing, page layout, etc.), camera and film

Directions:

Introduce the activity. Tell the children that the class is going to publish a newsletter about careers that are represented at the school. In addition to providing career information, the newsletter will have the added benefit of giving recognition to people who work at the school.

Brainstorm a list of articles/features. Here are some possibilities: An interview with the principal; articles about teachers who are involved in special projects, are team-teaching, who work with handicapped students, etc.; people "behind-the-counter" in the cafeteria or office; an article about how people get hired, with quotes from the district personnel manager, and articles about a custodian, bus driver, instructional aide, etc.

Make assignments. Have "reporters" work in teams of two. Appoint at least two editors, a photographer, and a computer-production team to do keyboarding, layouts, illustrations, etc. Tell the reporters to plan their articles carefully. Brainstorm a list of interview questions and post it for reference.

Keep the writing/production process going. Have the reporters submit their completed articles to an editor for corrections. After rewriting and approval by the editor-in-chief (you), have the articles sent to the production team for keyboarding and layout. Unless a digitizer is available, allow space for photographs.

Roll the presses. When the newsletter is complete, print a camera-ready copy. Add photographs and reproduce.

Hold a discussion. Look at the newsletter together and talk about the results. Ask these and other open-ended questions to stimulate a discussion.

- *Why do people specialize at our school?*
- *What would happen if the principal were also a teacher, and drove the school bus besides?*
- *Could we have produced a newsletter without specializing?*
- *What did you learn about the working conditions at our school?*
- *Describe one way in which the workers at our school cooperate to get something done. Be specific.*
- *How well did we cooperate to write and produce the newsletter?*
- *What could we have done better?*

Conclude the activity. Celebrate the completion of a complex assignment. Thank the children for their skillful participation and cooperation.

Variation: For a greater challenge, move the subject of the newsletter off campus and feature a business or community agency. Write about the careers within the particular organization you choose.

What Path Did You Take?

Interviewing, Charting, and Discussion

Relates to: Language Arts (interviewing, writing, and oral language), 4-6

Objectives:

The children will:

- describe work of family members, school personnel, and community workers.
- describe jobs that are present in the student's community.
- describe the relationship of beliefs, attitudes, interests, and abilities to careers.

Time:

approximately 10 minutes to introduce the activity, 30 minutes to complete the drawings/charts, and 15 minutes for discussion

Materials Needed:

copies of the interview worksheet, drawing paper, marking pens in assorted colors, and rulers

Directions:

Introduce the activity. Tell the children that you want each of them to interview a person who has a job or career that interests them. However, instead of writing a paper about the career, they will construct a "career path," showing how the person got to where he or she is now. Say to the children: *You may interview one of your parents, an aunt or uncle, a neighbor, or a friend. You might also consider interviewing your doctor, the coach of your team, or someone in a business that you know about. Try to find out what led the person to choose his or her career. You will probably discover that the person was already doing related things when he or she was your age. Write down important dates, and learn as much as you can about the person's career path.*

Distribute the interview worksheets to the children. Go over the directions and discuss each of the questions that the children will be asking. As necessary, help individuals decide whom to interview.

What Path Did You Take?

(Continued)

Draw career paths. When the children have completed their interviews, have one or two volunteers share their findings with the class. Use these examples to draw sample career paths for the children to use as models. Here are two different approaches:

- Quite literally, draw a path (yellow-brick road style). At the end of the path, create a symbol or cartoon to represent the individual's present job and label it. At different points along the path, place flags or other symbols to indicate important milestones on the way to the career, e.g. childhood hobby or special interest, college degree, preparatory job, etc. Label these too.
- Develop a linear timeline. Working backward from the present, mark off the years in five-year increments to the person's childhood. Using a contrasting color, write in important milestones. Use very understated symbols, if you use any at all.

While the children work, circulate and offer assistance. Display the completed career paths around the room. Over the next several days, give each child an opportunity to share his or her career path with the class, elaborating about the individual interviewed, and the path he or she took to achieve the present career position.

Lead a discussion. Encourage the children to talk about the interview process, and what they learned from the activity. Ask these and other open-ended questions:

- *How did such things as special interests and likes/dislikes affect the career choices of the person you interviewed?*
- *When do you think a person's career interests begin to show?*
- *Looking at your own likes/dislikes, what career areas do you think you might choose? ...not choose?*
- *How, besides through interviewing, can you find out about careers?*
- *Where would you find career information in the library?*

Conclude the activity. Recognize the children for their interviewing and drawing/charting skills, and thank them for their participation.

Interviewing Worksheet

What Path Did You Take?

Directions: Interview someone who works in a job that interests you. Ask the questions on this sheet. It's okay to ask other questions, too. Write down what the person says.

Name of person interviewed: _____

Job title: _____

Company/Organization: _____

How long have you held this job? _____

How many other jobs did you have along the path to this job? _____

What were the most important ones? _____

What interests led you to choose this career? _____

What did you study in school that helps you in this career? _____

How much schooling did you have? _____

_____ high school _____ college _____ graduate school

What special training did you have? _____

A Career That Fits My Interests

A Sharing Circle

Relates to: Language Arts (oral language), 4-6

- Objectives:** The children will describe the relationship of beliefs, attitudes, interests, and abilities to careers.
- Time:** approximately 20 minutes
- Directions:** **Review the sharing circle rules.** Ask the children to name and discuss any rules they need to pay particular attention to, based on their behavior in recent circles. Ask them to commit to following the rules throughout the session.
- Introduce the topic.** Say to the children: *We've talked about many different kinds of careers in class, and you've seen and heard about people working in different types of jobs. Today, we're going to try to make a connection between our current interests and possible careers. The topic is, "A Career That Fits My Interests."*
- If you could go out right now and start a career, in what area would it be? Because you are good at sports, would you become a professional athlete? Because you like to organize people and projects, would you become a business executive? Perhaps you would turn your scientific curiosity into a career as a biologist, or your computer wizardry into a career as an electronic systems analyst. The stories you write may suggest that you would be an excellent journalist. Or because you like to work with younger children, you might choose a career as a pediatrician, pre-school teacher, or child psychologist. Think about your interests for a few moments, and then try to link them with possible careers. Raise your hand when you are ready to share. The topic is, "A Career That Fits My Interests."*

A Career That Fits My Interests

(Continued)

Involve the children. Call on someone who is ready to share. Model good listening by giving each speaker your full attention. When it is your turn, link some of your own current interests with a possible career, other than teaching. Thank each child who contributes.

Conduct a summary. When the children have finished sharing, stimulate a discussion of what was learned in the circle. Ask these and other open-ended questions:

- *What did you learn about your career interests from this topic?*
- *How can you avoid getting into a career that is boring or unsatisfying?*
- *How can you find out about careers that fit your interests?*

Conclude the sharing circle. Remind the children that they will probably have more than one career in their life, and that always knowing what their interests are will help them choose careers wisely. Thank the children for listening and sharing.

Sunday's Most-Wanted

Research and Discussion

Relates to: Language Arts (reading, vocabulary, and oral language) and Math, 4-6

Objectives:

The children will:

- identify occupations that can be classified according to people, things, and ideas.
- describe jobs that are present in the student's community.
- demonstrate skills using school and community resources to learn about careers.
- identify different working conditions of jobs.

Time:

approximately 40 minutes for research (may be completed in two 20-minute blocks), 15 minutes for calculations, and 20 minutes for discussion

Materials Needed:

several copies of the help-wanted section of the Sunday newspaper; highlighting pens; paper and pencils

Directions:

Introduce the activity. Ask the children to tell you what they know about the "want-ads." Discuss the purpose of the want-ads, who uses them, how employers list jobs, etc. Ask if anyone knows a person who has obtained a job through the want-ads. Tell the children that they are going to use the want-ads to learn more about the jobs that are available in their community.

Have the children form groups of four or five. Give one help-wanted section to each group.

Assign each group a unique task. For example:

- Identify jobs that involve working mostly with people.
- Identify jobs that involve working mostly with things.
- Identify jobs that involve working mostly with ideas.
- Identify jobs that don't require any experience (that include training).
- Identify jobs that require a college degree.

Sunday's Most-Wanted

(Continued)

While highlighting the jobs that fit their category, tell the children to compile a list of **unfamiliar terms**. In addition, give them some **calculations** to perform. For example:

- *Compute the percentage that your category represents of the total number of jobs listed (provide an approximate total number).*
- *Compute the number of jobs in your category that require computer knowledge or involve computers.*
- *Compute the percentage of jobs in your category that require more than three years experience.*

Compare the findings of the different groups. Talk about the distinction between careers that involve working primarily with people, things, and ideas. Ask the children which they would prefer and why. Discuss the growing importance of technology in jobs. Focus on the education/training/experience required for different jobs, and the implications of those requirements to schooling.

Have an ongoing term-definition contest. Post the lists of unfamiliar terms. Offer a prize to the student or team of students that can bring in the most definitions. Discuss the definitions as they are brought in, and post each one adjacent to its corresponding term.

Conclude the activity. Thank the children for their excellent teamwork and research efforts.

Job Concentration!

A Career Game

Relates to: Language Arts (writing), 4-6

Objectives:

The children will:

- describe work of family members, school personnel, and community workers.
- describe jobs that are present in the student's community.
- identify different working conditions of jobs.
- describe how parents, relatives, adult friends, and neighbors can be sources of information about careers.

Time:

approximately 30 minutes to compile the list, and 15 to 20 minutes to play the game (will probably have to be done on two separate days, with game-card preparation in between)

Materials Needed:

5- by 8-inch cards in four different colors; a black marking pen for lettering the cards

Directions:

Introduce the activity. Tell the children that you want them to help you make a game of "concentration." Say to them: *I want each of you to come up with one sentence that describes a job or career that belongs to a real person. To do this, you must ask the person to describe his or her career. Write down the description. Find out the person's title, where the person works, what the person does, what kind of equipment (if any) the person uses, and approximately how much money the person makes. You may ask a family member, neighbor, friend, or someone who works here at school or at a business you know about. Do not include the name of the person in your sentence, only his or her title.*

On the chalkboard, construct some sample sentences:

- A wordprocessor types and formats documents using as computer and earns \$24,000 a year.
- A doctor cures sick people using equipment and medicine and earns \$85,000 a year.
- A waiter serves food in a restaurant and earns \$16,000 a year.
- A letter carrier delivers mail on foot or in a truck and earns \$27,000 a year.

(Optional: To facilitate the research process, create a template

with a sample sentence, directions, and blanks for the desired information. Give each child a copy to complete and bring to class.)

Compile a master list. When the children have completed their assignment, ask them to read their sentences to the class. As they do so, transcribe their sentences into list form on the chalkboard or chart paper. Edit each sentence, as necessary, so that it consists of four separable parts. For example:

- A wordprocessor/types and formats documents/using as computer/and earns \$24,000 a year.
- A waiter/serves food/in a restaurant/and earns \$16,000 a year.

Lead a discussion. Encourage the children to talk about what they learned from the assignment. Ask these and other open-ended questions:

- *How did you find out about the job you described?*
- *What else did you learn besides the things I asked you to write in your sentence?*
- *If you wanted to find out about a different career, who could you ask?*
- *Why is it important to find out about the working conditions of a job?*
- *Why is it important to find out how much people are paid to do a particular job?*

Create the game. Referring to the master list, write the first parts of the sentences on cards of one color and put a number 1 on the back of each card; write all the second parts of the sentences on cards of a second color and put a number 2 on the back of each of them; etc. Put the master list away where the children can't see it.

Play the game. Place the cards face down in groups so that all the 1's are together, all the 2's are together, etc., and so that they read 1—4, left to right. Choose individual contestants, or divide the class into two teams and have the members take turns playing for their team. Explain: *Turn one card from each group face up. Try to complete a sentence. If the sentence is incorrect (doesn't match the master list), turn the cards face down again. If the sentence is correct, leave the cards face up and score a point. When all of the cards are face up, the contestant/team with the highest number of points wins.*

Conclude the activity. Thank the children for their research efforts and participation in the game.

All in a Day's Work

Observation and Creative Writing

Relates to: Language Arts (writing and oral language), 4-6

Objectives: The children will:
—describe jobs that are present in the student's community.
—identify different working conditions of jobs.

Time: approximately 15 minutes a day for discussion; 30 minutes for creative writing

Materials Needed: writing materials for the children; chart paper and marking pen

Directions: **Introduce the activity.** Ask the children to guess how many people in different jobs/careers they see or interact with every day. Talk for a few moments about the variety: parents, neighbors, school personnel, delivery persons, mail carriers, salespeople, mechanics, etc. Tell the children that for one day, you want each of them to write down every person they see whose job/career they can identify (or tentatively identify).

Explain: *Keep your list and a pencil with you all day. Write down as many different jobs as you can. For example, as you are walking home from school or the bus stop, you might see a plumber's truck, a tow truck, a gardener, and a school-bus driver. If you go to the market, you may see cashiers, stock clerks, a manager, a butcher, bakery workers, and delivery people. If you pass a bank, look inside. What jobs can you identify? Don't hesitate to ask for help if you see a worker and aren't sure what his or her job is—or if you don't know how to spell a word.*

All in a Day's Work

(Continued)

Compile a master list. Write the names of the careers/jobs that the children identify on chart paper and post them. Each day for a week or so, talk about three or four jobs from the list. Ask the child(ren) who made the identification to describe the circumstances under which the worker was seen. Then, as a group, create a fantasy surrounding the worker's job, responsibilities, aspirations, working conditions, etc. For example:

Cecil the carpet-layer had installed three carpets already that day. He was on his way back to the store when he was spotted by a student. His boss sent him out again, this time to install the carpet in a fifteen-room mansion. He took three other workers with him. They filled their truck with rolls of padding and carpet. They took glue, cutting and stretching tools, and rollers. Before they started, each worker put on a knee guard. They worked until dusk. The owner of the house had five friendly dogs that kept trying to help. They tugged and pushed the rolls of carpet, and jumped on all the workers. That night, Cecil didn't know what hurt most—his head, his back, or his knee.

Give a creative-writing assignment. Tell the children to pick one job from the list and write a short fantasy about it. Allow them to choose any job, regardless of who identified it or how many other children are writing about it. Suggest that they proceed in a fashion similar to that used by the group in class.

As the children work, circulate and offer assistance with spelling, punctuation, and content. As necessary, suggest the names of tools and equipment their worker might use, what his/her place of employment might look like, what some of the challenges/rewards of the job might be, etc.

All in a Day's Work

(Continued)

Have the children share their stories in small groups. Tell them to offer each other editorial suggestions. Then provide an opportunity for rewriting. Post finished stories around the room.

Encourage discussion. Ask these and other open-ended questions throughout the activity:

- *How do people get their jobs?*
- *What jobs/careers did you hear about that you might like to have?*
- *Why do people specialize in their jobs?*
- *What affect do job conditions have on how a person feels when he or she goes home at night?*
- *What kind of job conditions would you like to work under?*
- *What makes a person want to work hard and get ahead?*

Extension: Have the children draw cartoon-like illustrations to accompany their finished stories—or illustrate each other's stories.

The Conditions of Work

Large and Small Group Discussions

**Relates to: Social Studies and Language
Arts (oral language), 4-6**

Objectives: The children will identify different working conditions of jobs.

Time: approximately 30 minutes

Materials Needed: paper and pencils for the group recorders

Directions: Ask the children if they know what is meant by the term *working conditions*. Jot down their responses on the chalkboard. Try to agree on a simple definition, such as: *The state of things at a place of work*. Then brainstorm a list of factors that could be considered part of working conditions:

- lighting and ventilation
- amount of space
- equipment and furniture
- length of work day
- number and length of breaks
- availability of help/supervision
- etc.

Explain to the children that most companies now meet minimum standards for these types of working conditions. (If appropriate, talk about the importance of the industrial revolution and the role of organized labor in establishing good working conditions in this country.) However, the "conditions" of work are becoming broader. Some companies are responding to the needs of workers in new areas. Make a second list on the chalkboard. Include these items (and others that you can think of):

- a smoke-free environment
- flex-time
- child care
- fitness centers (or memberships in gyms)
- parental leave (formerly maternity leave)
- regular chances to offer suggestions to management
- profit-sharing and stock options
- tuition and time off for continuing education/training

Briefly discuss each item, making sure that the children understand the meaning of the terms.

The Conditions of Work

(Continued)

Ask the children to form small groups of three to five. Have each group choose a recorder. Assign each group a benefit from the second list to discuss. Say to them: *I want you to talk about whether or not you think your assigned item is an important condition of work. Would it be important to you? Do you think it is important to your parents? Maybe you will decide that it is more important in some kinds of jobs than in others—or more important to some employees than to others. Record your ideas and, if you can, come to a consensus about what you think. Be prepared to report to the class.*

Lead a discussion. Have each group summarize its conclusions for the class. Facilitate a dialogue about the importance of working conditions. Talk about working conditions in relation to hourly workers (e.g., restaurant employees) and unskilled workers (e.g., migrant laborers). Ask these and other open-ended questions:

- *Why are working conditions important?*
- *What would you do if you had a job where working conditions were poor?*
- *Why do people with more education usually have better working conditions?*
- *If you were applying for a job, how could you find out about working conditions?*

Conclude the activity. Acknowledge the children for their efforts at understanding this difficult subject. Thank them for their participation.

Challenge variation: When the assignments are made, have the groups get together for an initial discussion. Then have them go to the library and research their assigned working conditions. Tell them to include any findings in their report to the class.

Cooperation in 3-D

Cooperative Movement and Discussion

Relates to: Physical Education and Language Arts (vocabulary and oral language), 4-6

Objectives: The children will:

- describe the importance of cooperation among workers to accomplishing a task.
- demonstrate ability to work with and get along positively with people who are different from themselves.

Time: approximately 40 minutes

Directions: **Introduce the activity.** Ask the children to define the word *cooperate*. Write their suggestions for a definition on the chalkboard. If you like, add a dictionary definition, e.g., *to act or work with others for mutual benefit*. Then tell the children that you want them to create three-dimensional definitions of the word and present them to the class.

Divide the class into groups of not more than ten. Use your own judgment when deciding on the size of groups. Larger groups can produce more creative, elaborate demonstrations. Smaller groups lend themselves to easier planning and organizing. Say to the children: *Your task is to both define and demonstrate the word cooperation. There is no limit of ways in which this can be done. For example, you could cooperatively use your bodies to spell out the word. Or you could do any sort of movement that really demonstrates the meaning of the word—such as lifting, carrying, or moving something together. Another idea might be to use your bodies to create a living sculpture of something with many cooperatively moving parts, like a sewing machine, a lawn mower, or a bicycle. Your presentation can last up to two minutes. You may make sounds, but you may not use words. I will give you fifteen minutes to plan and rehearse.*

Circulate and offer assistance, as needed. Encourage the children to get up and move around, to involve their bodies and their imaginations in the planning process.

Cooperation in 3-D

(Continued)

Have each group present its 3-D definition. After each presentation, let the audience try to guess the nature of the demonstration. Then ask the performers to clarify their approach. Use these and other questions to spark a discussion:

- *What were you trying to show us?*
- *How did you decide on your approach?*
- *When were you most aware of cooperation in your presentation?*
- *How well did you cooperate when you were planning and rehearsing?*
- *What did you learn about cooperation from this activity?*
- *How will knowing about cooperation help you in school? ...in a career?*

Conclude the activity. Acknowledge the children for their cooperative participation.

Why We Have Rules — Discussion and Art

Relates to: Social Studies, Language Arts
(oral language), and Art, 4-5

Objectives:

The children will:

- describe the importance of cooperation among workers to accomplishing a task.
- demonstrate skills in resolving conflicts with peers and adults.

Time:

approximately 45 minutes

Materials Needed:

art paper and colored magic markers

Directions:

Introduce the activity. Discuss with the children the fact that we all have to follow rules. For example, adults have rules in their workplaces and on the road, and children have rules at home and at school. Ask the children to describe some of the rules they have in their families. Write the rules on the chalkboard and point out similarities and differences. Next, ask the children to watch each other during recess, and to be ready for a class discussion afterwards.

Lead a discussion. After recess, generate a discussion concerning situations on the playing field in which the existence of rules help avoid problems. Let the children tell about real or potential conflicts during recess. Talk about any existing school rules, such as taking turns using the equipment or staying out of areas that are reserved for other classes. List these rules on the chalkboard. Ask volunteers to act out situations that could occur if there were no rules and then reenact them, applying the rules. Discuss how rules are made to prevent problems and conflicts.

Ask the children to each illustrate one of the rules that helps prevent conflict in school and write a short story or anecdote to accompany it. Have the children share their stories and illustrations in small groups. Display them around the room.

Lead a discussion. Ask these and other questions:

- Who develops the rules at school? ...at home?*
- What can you do if a conflict arises on the playground and there is no rule to follow?*
- What can you do if you think a rule is unfair or impractical?*
- How does cooperation help people avoid conflict?*

The Big Cover-Up

A Group Enterprise

**Relates to: Art, Economics (specialization),
and Language Arts (oral language), 4-6**

Objectives: The children will:
—describe the importance of cooperation among workers to accomplishing a task.
—demonstrate ability to work with and get along positively with people who are different from themselves.

Time: approximately 40 minutes for phase 1 of the activity, and 20 minutes for phase 2

Materials Needed: drawing paper, marking pens or crayons, 1 sheet of tracing paper, and at least 100 sheets of xerox paper

Directions: **Introduce the activity.** Tell the children that you represent a record company looking for a cover design for a new album. (Be specific about the name of the recording artist. Choose one that the children are enthused about.) Explain that the children will be working in teams. In the first phase of the activity, the teams will compete to design the winning album cover. In the second phase, they will compete to see which can mass produce the most copies of the winning cover in a given period of time.

Begin phase 1 of the activity. Have the children form small teams of 5 to 7. Ask each team to choose a manager. Give each team several sheets of paper and marking pens or crayons. Say to them: *You will have 40 minutes to finish and submit your design. It should be simple and easy to mass produce, with large blocks of color and not too much detail. Don't use letters or words; the recording company will add these. Plan to submit three copies of your final design. How you accomplish all of this is up to you.*

The Big Cover-Up

(Continued)

Lead a discussion. At the end of 40 minutes, have the teams submit their final designs. Lead a discussion concerning this phase of the activity. Ask these and other questions:

- *How did you organize for the job?*
- *How did you get ideas for designs?*
- *Did all the members of your team do the same thing, or did you specialize?*
- *How did you select your final design?*
- *How well did the members of your team cooperate?*
- *What problems did you encounter?*

Phase 2 preparation: Select one design to be mass produced in the second phase of the activity. Using tracing paper, draw a black-line master of the winning design and reproduce at least 100 copies of it. Post the three original copies around the room where the teams can see and refer to them easily.

Begin phase 2 of the activity. Divide the copies equally among the teams, along with plenty of marking pens or crayons. Explain: *You will have twenty minutes to produce as many exact copies of the model design as you can. The winning team is the team that produces the most. Since I have provided line copies, your main task is to add the color and texture, etc. Copies of poor quality will be eliminated prior to the final count. Once again, you must decide how to proceed.*

Give the groups ten minutes to get organized. Announce the start of production, and call time after twenty minutes. Tally the results and announce the winning team.

The Big Cover-Up

(Continued)

Lead a follow-up discussion. Encourage the children to talk about what they learned from the activity. Ask these and other open-ended questions:

- *How did you organize for the job?*
- *Did you specialize? How?*
- *How well did the members of your team cooperate?*
- *What did you learn about working with others from this activity?*
- *If you were to do the production phase again, what would you change about your process and why?*

Conclude the activity. Thank the children for their active participation.

Variations:

- Instead of record album covers, design compact disk covers or magazine covers (be specific about the type of magazine, e.g. rock, computer, surfing, etc.)
- Have two or three rounds of phase 2. Shorten the production period to ten minutes and allow five minutes for reorganization in between. Focus discussion on changes the managers made in specializations, the assembly process, etc.

A Time We Cooperated to Get Something Done ——— A Sharing Circle

Relates to: Language Arts (oral language), 4-6

Objectives: The children will describe the importance of cooperation among workers to accomplishing a task.

Time: approximately 20 minutes

Directions: **Review the sharing circle rules.** Ask the children to take turns naming and briefly discussing the rules of the circle. Add any rules that they forget to mention.

Introduce the topic. Say to the children: *If you've ever worked on a group project or as the member of a team, you know how important cooperation is to accomplishing a task. We're going to talk about instances like this in today's session. Our topic is, "A Time We Cooperated to Get Something Done."*

Think of a time when you and some other people were working on something together. Maybe you were trying to solve a math problem, figure out a riddle or puzzle, or put together a newsletter. Or maybe you were decorating for a party, getting packed for a vacation, or planning a bake sale or some other fund raiser. Whatever it was, you had to cooperate in order to succeed. You couldn't all talk at once, or get in each other's way. You had to decide who would do what and then keep your commitments. Tell us what the group was trying to accomplish, and describe what members of the group had to do and say in order to accomplish it. Take a few moments to think it over, and raise your hand when you are ready. The topic is, "A Time We Cooperated to Get Something Done."

A Time I Cooperated to Get Something Done _____ ***(Continued)***

Involve the children. Ask if anyone is ready to share. If the children seem reticent, take your turn first. Then invite them again. Listen carefully to the child who is speaking and encourage the other children to do the same. Thank each person who contributes.

Conduct a summary. After the children have finished sharing, encourage them to talk about what they learned in the circle. Ask these and other open-ended questions to spark a discussion:

- *Why is it important to cooperate with other members of a group?*
- *What can happen if a member of a group doesn't cooperate?*
- *What are some problems that can arise during a group effort?*

Conclude the sharing circle. Thank the children for listening and sharing.

Relates to: Language Arts (oral language) and Art, 4-6

Objectives: The children will describe the relationship between the needs of occupations and those of society.

Time: approximately 30 minutes

Materials Needed: pencils, paper, white construction paper, crayons, and colored pencils or colored marking pens

Directions: Give the children five minutes to list problems or needs that their community has right now. Ask them to work individually or in pairs. Their lists might include such items as: play equipment needed in park, drug-selling problem in junior high, litter in open areas, flooding when it rains hard, landfill is almost full, air pollution is creating lung problems in children, need a place for kids to go after school, lack of jobs for young people.

Invite the children to share their lists with the class. As items are read, record them on the chalkboard.

Have the children "create" jobs or businesses to help solve these problems. Say to them: *Pretend that you are in charge of designing jobs and creating businesses to help alleviate community problems. Choose a problem from the list and create a business or job to solve it. For example, you might start a recycling business to reduce landfill and save natural resources while giving young people after-school jobs collecting the cans from central bins. Or you might organize a kid's club to provide after-school child care. Maybe you can start a plant nursery that sells trees that use up lots of carbon dioxide and give off extra oxygen. Illustrate your idea on construction paper. Below the illustration, label the business or job, and write all the benefits of having it in the community.*

Designing a Job

(Continued)

Lead a discussion. Ask the children to share their pictures with the class. Summarize by asking a few thinking questions such as these:

- *How can jobs and businesses help solve problems in the community?*
- *Would you like to design your own career in the future? Why?*
- *How do you feel about creating your own business to help the community and make a living at the same time?*

Conclude the activity. Thank the children for creating and sharing their designs.

Career Planning and Exploration

The activities in this section are designed to help students develop an understanding of how to make decisions and choose alternatives related to tentative educational and career goals. The children develop an awareness of the interrelationship of life roles, life styles, and careers, and of different occupations and changing male/female roles.

Grades K - 1: Page 148

Grades 2 - 3: 171

Grades 4 - 6: 198

This Is What I Choose _____

Experience Sheet and Discussion

Relates to: Math (money and counting),
Economics (spending and saving),
and Language Arts (reading), K-1

The children will:

- discuss the choices they make.
- use decision-making skills to set priorities and determine preferences.

Time: approximately 30 minutes for completion of the experience sheet
approximately 15 minutes for discussion

copies of the experience sheet, "Choosing What to Buy" (one per child), scissors, and glue or paste

Directions: Distribute the experience sheet, "Choosing What to Buy" to the children. The sheet shows several items (e.g., hotdog, pencil, bargain hour movie tickets, colored glasses, candy bar, etc.). Each item is labeled with both a name and a price. A piggy bank is also pictured and labeled "for saving money." Four quarters and five dimes are illustrated in actual size along the bottom of the sheet. The directions tell the child that the coins are his or her allowance and that they can be used to buy one or more of the items on the page. The child is directed to cut out the coins and tape or paste them to the item(s) she or he chooses.

Explain to the children how to complete the experience sheet. For example, say: *See the coins at the bottom of the page? That is your pretend allowance. Who knows what the big coins are? ...How many cents are in a quarter? Who knows what the small coins are? ...How many cents are in a dime? How many quarters are there? ...Four quarters make one dollar. How many dimes are there? ...Five dimes make fifty cents. You have one dollar and fifty cents to spend. Choose what you want to buy with the money. Cut out the quarters and dimes and paste them to the things you want to buy. You may be able to buy more than one thing. You may also choose to save all or part of your allowance by putting it in (pasting it to) the piggy bank.*

This Is What I Choose _____ ***(Continued)***

Verbally go over the items "for sale," reading their labels and prices aloud. Have readers help non-readers, and/or ask for assistance from older children or adult volunteers. As the children are working, circulate and talk to them about the choices they are making.

Gather the children together and discuss the choices they made. Ask them to talk about the thoughts they had while they were deciding. Use these and other questions:

- What did you choose to buy with your money?*
- Why did you choose the (hotdog, movie tickets, pencil, etc.)?*
- Did anyone have money left over?*
- Did anyone put money in the piggy bank?*
- Why do we save money?*
- Why do we spend money?*

Conclude the activity. Draw attention to the multitude of choices that they children make every day: What books to read, which games to play, who to play them with, which colors to use when they are painting, what to wear, eat, feel, and say. Thank the children for being good choice-makers.

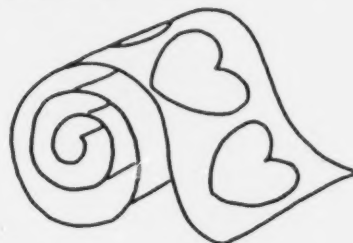
Choosing What to Buy

Experience Sheet

Here is your allowance. You have \$1.50 to spend—4 quarters and 5 dimes.



Pencil 35¢



Stickers 50¢



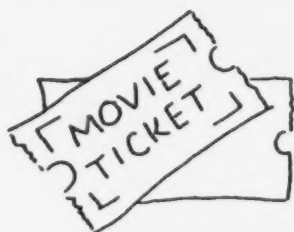
Hotdog 60¢



Sunglasses 75¢



Candy Bar 45¢



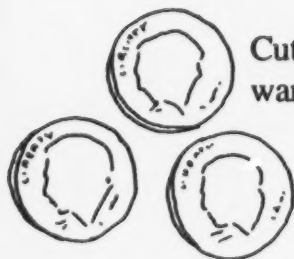
Movie Ticket \$1.00



Piggy Bank

The piggy bank is for saving money.

Cut out the money. Match the coins to the things you want to buy. Paste or glue the coins in place.



150



155

A Nest of Problems

Story and Discussion

Relates to: Language Arts (reading and listening), K-1

Objectives:

The children will

- identify and assess problems that can interfere with attaining goals.
- identify simple strategies used in solving problems.

Note: This is the first in a series of three activities that address problem-solving and decision-making. The next two activities, "Finding a New Nest" and "What a Bear Doesn't Know about Bees" reinforce the learnings provided by this one, and broaden them to include Science.

Time:

approximately 20 to 30 minutes

Materials Needed:

a copy of the story, "In Which We Are Introduced to Winnie-the-Pooh and Some Bees" from *Winnie the Pooh* by A.A. Milne, Illustrated by Ernest H. Shepard, E.P. Dutton, 1926; chart paper; and magic markers.

Directions:

Read the story "In Which We Are Introduced to Winnie-the-Pooh and Some Bees" to the children. The goal of Winnie-the-Pooh, in this well-known classic, is to harvest some honey from a beehive located high up in a tree. He encounters several problems in his attempt to reach the honey, and, in his own inimitable way, attempts to solve them.

As you read the story, draw attention to each problem as it is presented. For example, when Pooh attempts to climb the tree, say: *Pooh wants to climb up and get the honey, but he's having a problem. What is Pooh's problem?* Get the children to describe how Pooh is too heavy for the branches and breaks them. Follow the same procedure for the other problems that arise—selecting the least conspicuous color balloon, navigating the balloon, arousing the suspicion of the bees, and getting the balloon back to the ground. Point out other problems that even Pooh doesn't see, such as: How can Pooh get the honey out of the hive when he's using both paws to hold tightly to the balloon?

A Nest of Problems _____ **(Continued)**

Lead a discussion. Use these and other questions to help the children recognize and describe Pooh Bear's goal, problems, and attempted solutions. List the problems and attempted solutions on chart paper:

- *What does Pooh Bear want from the bees?*
- *What keeps him from getting the honey?*
- *How does Pooh Bear try to solve the problem of . . . ?*
- *What is wrong with his solution?*
- *Pooh Bear finally gives up—do you think he should keep trying?*
- *Have you ever wanted something, but couldn't have it because a problem got in the way?*
- *How did you solve your problem?*

Conclude the activity. Thank the children for being such good listeners and for helping Pooh solve his problems. If you plan to use the other activities in this series, tell the children that they will have more opportunities to help Pooh, by learning some things about bees and beekeeping.

What a Bear Doesn't Know about ——— Bees ——— Science Investigation and Art

Relates to: Science and Art, K-1

Objectives:

The children will:

- Identify and assess problems that interfere with attaining one's goals.
- Identify simple strategies used in solving problems.

Note: This is the second in a series of three activities that address problem-solving and decision-making. Its impact is greatest when preceded by the story and discussion activity, "A Nest of Problems" and followed by the science and role-play activity, "Finding a New Nest."

Time:

approximately 30 to 40 minutes to investigate and discuss beekeeping, and 20 minutes for painting

Materials Needed:

one or more books about honeybees and beekeeping technology, such as *Life of the Honeybee* by Heiderose and Andreas Fischer-Hagel, Carolrhoda Books, Minneapolis, 1986; *The Honeybee* by Paula Z. Hogan, illustrated by Geri K. Strigenz, Raintree, Milwaukee, 1979 (a particularly beautiful picture book for this age level); and/or a well-illustrated National Geographic publication or chapter from a wildlife encyclopedia

Directions:

Remind the children of the story of Pooh Bear and the bees. Suggest to them that if Pooh Bear wants honey—which he always does—maybe he ought to learn more about bees. And maybe they can help him.

What a Bear Doesn't Know about _____

Bees _____ *(Continued)*

Investigate beekeeping technology. If you are able to locate a picture book about honeybees, read it to the children. If not, let them look at pictures from a wildlife encyclopedia or National Geographic publication while you tell them some facts about the way bees build their nests, make and use honey, air condition their hives, create queens, etc. (How bees find a place to build a new nest is the subject of the next activity.) Be sure to talk about the "cooperation" between beekeepers and honeybees—with beekeepers providing homes for colonies in exchange for some of the honey they make. Show the children pictures of the special apparel worn by beekeepers to protect them while they are working with the hives (hat with veil, gloves) and some of the methods they use to quiet the bees so they won't sting (for example, when a small amount of smoke is released near the hive, the bees think the hive is on fire, eat all the honey they can hold to save it from being destroyed, and become sluggish and compliant in the process). Talk about beekeeping as one of many careers associated with the preservation and management of wildlife. Name others. Make appropriate charts featuring pictures, symbols, and vocabulary.

Have some of the children paint solutions to Pooh Bear's problem. Take a few minutes to brainstorm with the children ways in which Pooh Bear might be able to get the honey he wants by using actual beekeeping methods. Using temperas on butcher paper, have the children paint pictures showing Pooh Bear solving his problem by using beekeeping technology. Tell them that they can also invent other solutions, like using a firetruck boom and platform or a hovercraft.

After the paintings are dry, have each child dictate a short caption explaining his or her solution to Pooh Bear's problem. Use colored marking pens to letter the caption directly on the painting or on a sentence strip. Display the finished paintings and captions around the room.

Conclude the activity. Look at each painting with the children and talk about the solution pictured. Remind the children that Pooh Bear's goal was to get some honey, and that he encountered several problems trying to do it. Then draw attention to the many different kinds of solutions they came up with. Thank the children for being such good problem-solvers.

Finding a New Nest

Science Lesson and Role Play

Relates to: Science, Drama, Movement, and Language Arts (oral language and listening), K-1

Objectives:

The children will:

- identify simple strategies used in solving problems.
- identify alternatives in decision-making situations.

Note: This is the last in a series of three activities having to do with problem-solving and decision-making. Its impact will be greatest when preceded by the activities, "A Nest of Problems," and "What a Bear Doesn't Know about Bees."

Time:

approximately 50 minutes

Materials Needed:

a copy of *The Evolution Book* by Sara Stein, Workman Publishing Company, New York, 1986; props and costume materials for the role play (optional)

Directions:

Preparation. Read "Househunting Honeybees" on pages 218-219 of Sara Stein's *Evolution Book*. This very short, but fascinating article describes the process by which a swarm of honeybees sets out to find a new home—usually in the cavity of a decaying tree. Every honeybee carries in its brain a "plan" for an ideal hive. A few hundred workers, each working individually, scout the countryside for likely sites. They poke into knotholes and among tree roots. When a bee finds a possible site, she checks the dimensions by pacing out the measurements from one end to the other, around the circumference, and to various points from the entrance. She returns to check the same site several times under different weather conditions and at different times of the day. Scouts come together to report their findings in the form of dances. The degree to which a site matches the "ideal" hive is reflected in the enthusiasm of the dance that is used to "sell" it to the other bees. Scouts who have less good news to report dance less vigorously, and may soon join the dance of one of the more enthusiastic bees. In so doing, they learn the location of her site, and fly off to investigate it themselves. If they like it, they return to convert still more scouts and, after several days, a decision is made.

Finding a New Nest ————— (Continued)

Tell the story to the children in your own words. Simplify the language and dramatize the wonderful ability of the worker bees to achieve their goal through systematic investigation, problem-solving, and decision-making. Stress the career parallels too, e.g., that these tasks are part of the job of scout, and that the bees develop the skills to do the tasks during their first weeks of life in the nest. Demonstrate to the children the size and height of the "ideal" nest. For example, mark the minimum height of a nest (6 1/2 feet from the ground) on a wall or bulletin board, and simulate the capacity of a nest (47 quarts) by showing the children two 5-gallon bottles or some other container or space of about the right size. Involve the children in the story by asking them questions, such as:

- *Would you like to have the job of looking for a place to build a new home?*
- *Would you like to have a job that allowed you to go exploring everyday?*
- *Would you like to have a job in which you had to work alone?*

Dramatize the househunting process. Choose several children to play the part of worker bees hunting for a place to build a new nest. If you have costume materials (antennae, wings, yellow and black striped shirts, etc.) let the children wear them. While you narrate, have the scouts "fly" off in search of possible sites. If you can, have different spaces around the room available and marked for investigation. Direct each scout to measure his space by pacing it off, flying around it, etc. Have the scouts come back together and report their findings in the form of creative dances, with the most enthusiastic dances gradually gaining converts until a decision is made.

Conclude the activity. In simple language, point out to the children that the bees made their decision by 1) finding many possible sites (identifying alternatives), 2) comparing the sites to the "ideal" hive (evaluating alternatives), and 3) choosing the best site (selecting an alternative). Ask these and other questions to generate a discussion:

- *How do bees choose the best place to live?*
- *Do you think they make good decisions that way?*
- *Why is it important to look at different choices before deciding on one?*

Career extension: Cut out pictures of some of the many different kinds of workers who help *people* locate and build their new homes—surveyor, real estate salesperson, architect, contractor, construction worker, carpenter, plumber, decorator, landscaper, etc. Label each picture with the correct title. Show and discuss the pictures with the children, reading the labels aloud several times.

Someone Made a Decision I Liked —

A Sharing Circle

Relates to: Language Arts (oral language), K-1

- Objectives:** The children will describe how decisions affect themselves and others.
- Time:** approximately 15 to 20 minutes
- Directions:**
- Review the sharing circle rules.** Ask the children to take turns naming the rules. Add any that they forget to mention. Ask them to agree to follow the rules during the sharing circle.
- Introduce the topic.** Say to the children: *When you or I decide to do something, very often what we do has an affect on others. And when other people decide to do something, what they do may affect us. We may like their decision or we may dislike it. Our topic for today is, "Someone Made a Decision I Liked."*
- Think of a time when someone decided to do something, and you were happy about it. Maybe your friend decided to have a birthday party and you liked her decision because you knew your friend would invite you. Perhaps your neighbor decided to get a puppy, and you liked his decision because you looked forward to playing with the puppy. Or maybe your parents decided to have a baby, and you liked their decision because you wanted a brother or sister. Were you ever glad when someone decided to turn off the TV, because you were trying to read or take a nap, and the sound was bothering you? Have you ever felt happy because someone in your family decided to fix your favorite food? The person wasn't cooking it just for you, but you liked the decision because you knew you'd get to eat some of it. Or maybe you liked my decision to have a sharing circle today. That decision affected you, because you are a member of the circle. Think about it for a few minutes, and raise your hand when you're ready to share. The topic is, "Someone Made a Decision I Liked."*
- Involve the children.** Give each child an opportunity to speak, and model attentive listening. Be sure to take a turn yourself, and remember to thank each child who shares.

Someone Made a Decision I Liked —

(Continued)

Conduct a summary. Encourage the children to talk about what they have learned from the topic by asking these and other questions:

- *What kinds of decisions did we talk about today?*
- *Who made these decisions?*
- *In what ways did these decisions affect us?*
- *Did any of these decisions affect other people too?*
- *Did the other people like the decisions, or dislike them?*

Conclude the sharing circle. Restate the fact that we are often affected by other people's decisions. Thank the children for listening and sharing.

A Job I Do at Home — A Sharing Circle

Relates to: Language Arts (oral language), K-1

- Objectives:** The children will describe work-related activities necessary in the home, community and school.
- Time:** approximately 15 to 20 minutes
- Directions:** **Review the sharing circle rules.** Ask the children if they can remember any of the circle rules. Review them together. Add any that the children forget to mention. Before beginning the circle, ask the children to agree to follow the rules.
- Introduce the topic.** Say to the children: *It takes work to keep a home clean and safe, and full of the things we need and want everyday—like food, clothes, lights, towels, toys to play with, and books to read. There are many jobs to do at home, and members of your family probably work together to get them all done. Our topic today is, "A Job I Do at Home."*
- What do you do to help at home? Think of a job you do and tell us about it. Maybe your job is to put your toys and clothes away so that your room stays neat and clean. Or maybe you help feed a younger brother or sister. Perhaps you take out the trash or set the table for dinner—or rinse your dirty dishes after every meal. Do you make your own bed? That's a job that needs to be done every morning. Do you dress yourself for school? If you do that job, your parents have more time to do other jobs. Take a few minutes to think about it. Raise your hand when you are ready to share. The topic is, "A Job I Do at Home."*
- Involve the children.** Give every child an opportunity to speak. Listen attentively when they do, and encourage the other children to do the same. Thank each child who shares, and be sure to take a turn yourself.
- Conduct a summary.** Ask these and other questions to help generate a discussion of the things that were learned and shared:
- *What are the different jobs that we do at home?*
 - *Why do you suppose there is so much work to do at home?*
 - *Who else works at home?*
 - *What would happen if no one worked at home?*
- Conclude the sharing circle.** Thank the children for sharing and for being good listeners.

A School That Works

Discussion and Visitations

Relates to: Language Arts (listening and reading), K-1

The children will describe work-related activities necessary in the school.

approximately 30 minutes for the initial discussion, 15 minutes for each visitation, and 15 to 20 minutes to show the interrelatedness of jobs

large sheets of tagboard, chart paper, or poster board; marking pens in various colors

Identify the special workers at your school. Gather the children together, and ask them to think about all the different kinds of work they've seen people doing around the school. Have them name all the different jobs they can think of, e.g., teacher, principal, aide, nurse, custodian, etc. Make a list on poster board, using both pictures and labels to show each job. Include photographs of your principal, custodian, etc., if you have them. You will probably use more than one sheet.

Next, ask the children to describe the things each person does in his or her job, and list or symbolize these in an adjacent column. Say to the children: *What jobs have you seen the principal doing around school? Why do we have a principal? What kinds of work have you seen the custodian doing? Why does the school need a custodian? What jobs does a teacher do? What kinds of work have you seen me doing?*

One at a time, on successive days, invite each of the people listed to visit the class and talk about his or her job. After each visit, refer the students to the list, and point out how many things they already knew about each person's job. Then ask them to recall things the visitor mentioned that were not on their list, and add them.

When all the visits and charts have been completed, summarize the work of the school by noting differences and similarities among jobs.

A School That Works ————— (Continued)

Visually depict interdependency by connecting each job to other jobs with colored lines. Go back over the lists and ask the children to help you figure out the other people who are involved in each task. Say for example: *What other worker is the principal visiting and talking to when she comes to the classroom? Yes, the teacher! Maria, help me show this by drawing a line between the principal and the teacher.*

The impact will be achieved by using a new line for every specific task mentioned that involves another person. Interconnecting lines will quickly crisscross the charts.

Conclude the activity. Thank the children for helping to discover all of the many kinds of work that are done at school.

Work That's Fun — Story and Discussion

Relates to: Language Arts (reading and listening), K-1

Objectives: The children will:
—describe how work is important to men and women.
—understand that leisure activities and interests may lead to a career.

Time: approximately 30 minutes

Materials Needed: a copy of the book, *Mama's New Job*, written and illustrated by Stan and Jan Berenstain, Random House, New York, 1984

Directions: **Read the book, *Mama's New Job*, to the children.** A Berenstain Bears book, it tells how Mama Bear enjoys making beautiful quilts as a hobby. One day, Father Bear has a yard sale to sell some of his carpentry items, and, just for fun, Mama puts out some of her quilts. She sells her quilts quickly, and generates a great deal of interest among potential customers. It becomes evident to Mama Bear that she could turn her hobby into a career. One day she comes home and announces that she is going to open a quilt shop in a nearby vacant building. Her shocked family quickly pitches in and helps her get ready for the grand opening. Afterwards, they enjoy one benefit of her new job, dinner out together.

Generate a discussion of the story by asking these and other questions:

- What was Mama Bear's new job?
- Why did people buy her quilts?
- How many of you have mothers who go to work everyday?
- Is their work important to them?
- How many of you have fathers who go to work everyday?
- Is their work important to them?
- Why is work important to people?

Work That's Fun _____ (Continued)

Talk to the children about the notion of earning money by doing what you like to do. Say, for example: *Mama Bear made beautiful quilts for fun. Then she found out that people wanted to buy her quilts—so she turned her hobby into a job and made money for her family. Many people have turned their hobbies into jobs. Those people love to go to work, because they are doing something they really like to do.*

Give some examples of hobbies that might develop into jobs.

Say:

Do you like to:

Then someday you might be a:

- | | |
|---------------------|--|
| • raise pets? | veterinarian
animal trainer
pet store worker
owner of a pet-sitting service
animal breeder |
| • play video games? | computer programmer
computer artist |
| • paint pictures? | artist
art gallery manager |
| • grow plants? | horticulturist
plant-service specialist |
| • build models? | boat designer
aerospace designer
architect
engineer |

Add your own ideas. Make a list of the job titles and explain what each one means. If possible, illustrate the titles with pictures cut from magazines or other sources.

Conclude the activity. Tell the children that, someday, they may be able to earn money doing something they really like to do. Thank them for listening and participating.

How Many Hands in a Hamburger? —

Job Inventory and Discussion

Relates to: Economics (specialization), Language Arts (reading and listening), Art and Math, K-1

Objectives:

The children will:

- develop an awareness of different occupations.
- describe how people are capable of performing many different types of work.

Note: This is the first of two activities that examine the many different jobs involved in making a single product. It is intended to precede the simulation activity, "...Hold the Pickles!"

Time:

approximately 1 hour and 15 minutes

Materials Needed:

chart paper, tagboard or construction paper, marking pens, magazines with pictures of many food items, glue, and scissors

Directions:

Preparation: Draw or glue a picture of a big juicy hamburger in the middle of a piece of chart paper or poster board. Leave plenty of room around the outside to print the names of the hamburger's ingredients.

Gather the children together and show them the picture of the hamburger. Ask them if they have ever thought about how many people it takes to make the hamburgers they eat. Have them name all the things that go into a hamburger—meat, cheese, lettuce, tomato, bun, catsup, mayonnaise, mustard, onion, etc. As they mention an ingredient, write its name on the chart. Then draw an arrow from the name to the part of the picture that represents that ingredient.

Divide the children into groups of two or three. Give a sheet of tagboard or construction paper to each group. Tell the children that they are going to make a book showing all the parts of a hamburger, and all of the jobs that go into making it. Assign each group an ingredient, and then say to them: *Each group will get to do one page of the book. Look in the magazines and find a picture of the part you are doing. Cut it out and glue it to your page.*

How Many Hands in a Hamburger? —

(Continued)

When the children are finished, look at each page together. Talk about the jobs different people do to produce the item on the page. Meat, for example, comes from cattle grown by ranchers, which is cut up and ground by butchers, transported by truckers, sold by grocers, and grilled by cooks. Buns come from wheat grown by farmers, ground by millers, and mixed and baked by bakers. The buns are then packaged by assembly-line workers and sold by grocers. As you and the children think of each job, symbolize it with a stick figure. Then have the students help you add up the number of workers for that page. At the bottom of the page, write a sentence describing the total, e.g., "It takes five workers to get the meat." Finally, add the total number of workers from all the pages.

When all the pages are complete, punch holes in them and bind them together with rings. Ask a volunteer to make a cover for the book, illustrating it with either an original painting or a picture from a magazine. Title the book, *How Many Hands in a Hamburger?*

...Hold the Pickles!

Simulation and Discussion

Relates to: Economics (specialization) and Language Arts (oral language), K-1

Objectives:

The children will:

- develop an awareness of different occupations.
- describe how people are capable of performing many different types of work.

Note: This is the second of two activities that examine the many different jobs involved in making a single product. It is intended to follow the job inventory and discussion activity, "How Many Hands in a Hamburger?"

Time:

You will need a minimum of 45 minutes (not including preparation); add time if you want the children to try several different jobs.

Materials Needed:

colored construction paper, marking pens, scissors, and several tables pushed together to form an "assembly line"

Directions:

Preparation: Using colored construction paper and marking pens, make the parts of a hamburger. Draw lettuce on green construction paper, meat on brown construction paper, cheese slices on yellow, tomato slices on red, and buns on beige or white (draw top and bottom buns separately). If you're feeling particularly ambitious, draw pickle and onion slices, too. Start with one set of ingredients, drawn life-size. Cut them out and make 20 to 30 copies of each, using the originals as masters.

Simulate a fast food restaurant. Say to the children: *We are going to work together to make "hamburgers." We will need a fryer, a person to put on the "cheese," and someone to add the "lettuce" and "tomato." In addition, someone can put "ketchup" on the top bun with a red marking pen, and another person can put "mustard" on the bottom bun using a yellow marking pen. The last person on the assembly line will wrap the hamburger in a piece of paper. We must also have a worker to bring supplies to each station, an order-taker, and a manager to make sure everything is done right. When it's not your turn to work in the restaurant, you can be a customer.*

...Hold the Pickles! _____ (Continued)

Stack the ingredients at the stations, and have extras at a supply point. Allow different groups of children to take turns assembling the hamburgers. Encourage the manager in each group to experiment with the arrangement of the stations and the assignment of workers. Offer suggestions and assistance. Time the groups and record the number of hamburgers they produce using different arrangements.

Lead a discussion. After all of the children have had an opportunity to work in the "restaurant," preferably trying two or three different jobs, talk about the experience. Here are some questions to ask:

- *Was it fun to work in the restaurant?*
- *Which job did you like best?*
- *What was hard about the job you did?*
- *What would happen if a person didn't do his or her job?*
- *Why did we need a manager?*

Conclude the activity. After the children have cleaned up, thank them for being such good workers.

Workplace Workshop

Learning Center Ideas

Relates to: Language Arts, Math, Economics, Art, and Social Studies, K-1

Objectives:

The children will:

- develop an awareness of different occupations.
- describe how people are capable of performing many different types of work.
- describe how occupations are not inherently male or female.

Materials Needed:

the Richard Scarry books, *What Do People Do All Day*, Random House, New York, 1968, and *Busiest People Ever*, Random House, New York, 1976; large sheets of poster paper in different colors, marking pens, string, masking tape or ceiling hooks, tape recorder and prepared instruction tapes (optional), multiple copies of predesigned worksheets based on the information in the Scarry books; a worktable and chairs (or other appropriate furniture for the center), and a variety of items dictated by the activities of the center

Directions:

Create a learning center where the children can become aware of different kinds of work. Make Richard Scarry's wonderfully detailed books, *What Do People Do All Day* and *Busiest People Ever* permanent features of the center. Place copies of worksheets in containers at the center. Replace them with different worksheets from time to time. The Scarry books offer endless possibilities for questions that you can ask the children.

When creating worksheets for non-readers, use symbols in place of words as much as possible. Take a few minutes to teach the meanings of the symbols to the children so that they will be able to "read" them without assistance.

Every week or two, feature a different workplace in the center. For example, a hospital, science lab, auto factory, school, supermarket, construction site, national park, or bank. Using colored poster board, make large cutouts of tools for each workplace and hang them from the ceiling just above the center. A factory might feature a computer, robot, car engine, and car body. For a construction site, hang a hammer, saw, drill, lumber or steel girders, and a crane. To symbolize a bank, make cutouts of a check, paper money, coins, a check register, and a deposit slip. Draw details on the cutouts with marking pens, or, for complicated items like the car engine, glue a photo or illustration in the middle of the cutout. Print simple instructions for activities on the backs of some of the cutout tools. Wherever possible, use symbols in place of words. Or record instructions on tape and locate a tape recorder at the center. *Here are some ideas for activities during bank week:*

- **Display some of the things that have been used as money by different societies throughout history (beads, stones, feathers, fish hooks, shark's teeth, etc.).** Include pictures of early coins—or of different kinds of money that are used throughout the world today. Try to obtain real samples. Have the children separate the items into like groups, and count them.
- **Make an equivalency poster for the center.** Across the long edge of a piece of poster board, write the headings **1 dollar = 4 quarters = 10 dimes = 20 nickels = 100 pennies**. Draw vertical lines to divide the poster into five sections with a heading at the top of each. Draw around play money to make outlines of the money listed, in each section. Then, assemble a set of play money to match the poster. With the poster lying flat on the table, have the children match the money to the outlines on the poster. Make other posters with addition and subtraction problems involving coins.

Workplace Workshop ————— (Continued)

- **Simulate banking activities at the center.** Appoint a different teller each day and make a "vault" for keeping money. Pay the children in play money for jobs they do in the classroom, for completed work, and/or just for coming to school each day. Have them "deposit" their money in the bank. Give each student a card with columns for the date, deposits, withdrawals, interest, and balance. Explain the use of the cards, and the concept of interest—money paid to depositors for keeping their money in the bank. Post an interest "rate" on the board, e.g., 1 cent for every 20 cents on deposit for a full week. Allow time each day for the children to deposit their money in the bank. Have the teller (with your help) record the amount of the deposits, and compute the balances. Hold a sale or auction, and allow students to withdraw money from their accounts for this event. Or make it necessary for the children to use play money to "buy" supplies in class.
- **Place picture books about money and banks at the center for the children to look at.**
- **Include real items, like an old check book, bank statement, savings account book, ATM card, and loan application for the children to examine.**
- **Have the children set up scenes and manipulate "paper doll" figures to carry out various bank transactions.** To make the figures, get pictures of bank exteriors (drive-up window, 24-hour teller, etc.) and interiors (teller window, loan desk, vault, etc.) and job roles (teller, guard, manager, etc.) from bank brochures and ads. Glue them to tag board, label them, and cut them out, allowing extra tag board at the bottom of each cutout to fold back into a stand.

During other worksite weeks, supply the center with similar kinds of items and activities. Whenever possible, include actual tools (hammer, stethoscope, small microscope) and apparel (hard hat, surgical gown and mask, lab apron, welder's goggles). Look for games that simulate activities related to the worksite. Make a poster showing the workers who are employed there, and their titles. Have the children do simple tasks and experiments similar to those that actual workers perform.

A Choice I'm Glad I Made

A Sharing Circle

Relates to: Language Arts (oral language), 2-3

Objectives: The children will discuss choices they make.

Time: approximately 15 to 20 minutes

Directions: **Review the sharing circle rules.** When the children are seated in the circle, ask them to name as many of the ground rules as they can remember. Discuss each one briefly. Add any that they forget to mention.

State the topic. Say to the children: *Our topic for today is, "A Choice I'm Glad I Made." Do you know what a choice is? It's something you decide to do—like read a book instead of play a game, take a sweater to put on if you get cold, or eat an apple instead of a cookie. A choice can also be something you decide to say—like "excuse me please" instead of "get out of my way." Can you think of a choice you made recently that you feel good about? Maybe you chose to clean up your room, and you're glad because it looks so nice now. Maybe you had a choice between two or three different kinds of shoes, and you're glad you chose the ones you did because you can run fast in them. Or perhaps you chose to practice your spelling at home, and you're glad because now you know all the words. We all make many choices every day. Tell us about one that you made, and tell us why you are glad you made it. Think about it for a few moments and raise your hand when you're ready to share. The topic is, "A Choice I'm Glad I Made."*

Involve the children. Invite them to take turns sharing. Listen attentively to each one, and encourage the other children to do the same. Remember to take a turn yourself.

Conduct a summary. When all of the children who want to share have done so, ask these and other questions to generate a discussion:

- *What were some of the choices we made?*
- *Why is it sometimes hard to choose between two or more things?*
- *Why do we have to make choices?*
- *How do you feel when you have to make a big choice?*

Conclude the sharing circle. Thank the children for listening and sharing.

Wanna Be; Don't Wanna Be

Experience Sheet and Discussion

Relates to: Language Arts (reading and oral language), 2-3

Objectives:

The children will:

- discuss choices that they make.
- describe how work is important to men and women.

Note: Use this activity as a lead-in to the craft activity, "Career Bags."

Time:

approximately 20 to 30 minutes

Materials Needed:

a pencil and a copy of the experience sheet, "Wanna Be, Don't Wanna Be," for each child

Directions:

Introduce the activity. Distribute the experience sheets. Point out that the sheet contains twenty 3-item combinations on a number of topics. Explain to the children that they are to choose what they like most and what they like least from each combination. Ask them to be aware of the reasons behind their choices.

Demonstrate. Pick two lines from the experience sheet and write them on the chalkboard. Choose one that contains career choices, and one that does not. On each line, circle the thing you would most like to be and underline the thing you would least like to be. Tell the children the reasons for your choices.

Give each child an experience sheet. Allow them sufficient time to make their choices.

Lead a discussion. When they have finished, have the children form a circle. Ask volunteers to share one or two of their choices. Encourage the children to explain why they liked or didn't like the items on the sheet. Ask these and other questions to stimulate a discussion:

- *Were some of the choices more difficult to make than others? Which ones?*
- *Which of your choices surprised you?*
- *What did you learn about your likes and dislikes?*
- *Out of the likes you circled, which is your favorite? Why?*

Conclude the activity. Thank the children for completing the experience sheet and for sharing their likes and dislikes.

Wanna Be; Don't Wanna Be

Circle the thing you would *most* like to be. Underline the thing you would *least* like to be.

- | | | |
|----------------------|-----------------|-----------------------|
| 1. lion | bird | elephant |
| 2. black | gray | white |
| 3. rough | smooth | bumpy |
| 4. warm | cold | medium |
| 5. chair | table | floor |
| 6. ear | eye | mouth |
| 7. girl | boy | animal |
| 8. window | door | bridge |
| 9. water | air | soil |
| 10. paper | scissors | stone |
| 11. pilot | farmer | engineer |
| 12. secretary | doctor | lawyer |
| 13. repairperson | firefighter | police officer |
| 14. plumber | disc jockey | rodeo rider |
| 15. truck driver | nurse | advertising executive |
| 16. restaurant owner | singer | car salesperson |
| 17. waiter | actor | dancer |
| 18. writer | musician | computer programmer |
| 19. teacher | electrician | clown |
| 20. carpenter | phone installer | reporter |

Career Bags

Craft Activity and Discussion

Relates to: Art and Language Arts (oral language), 2-3

Objectives:

The children will:

- discuss choices that they make.
- describe how work is important to women and men.

Time:

approximately 40 minutes

Materials Needed:

a paper bag for each student, a variety of magazines, scissors, paste, and crayons

Directions:

Introduce and explain the activity. Tell the children that they are going to make their own "career bags." Say to them: *Go through the magazines and cut out several pictures that represent careers you think you would like to have. At the same time, look for pictures that represent careers you definitely would not like to have. Cut those out too. Look for pictures that symbolize careers. For instance, a picture of a house might symbolize the career of architect. Or cut out a picture of a computer if you'd like—or not like—to be a computer programmer. Paste the pictures that represent your likes on the outside of the paper bag. Paste the pictures that represent your dislikes on the inside of the paper bag.*

Distribute the materials and help the children get started. While they work, circulate and talk with the children individually about their choices.

Career Bags _____ (Continued)

Lead a discussion. When the children are finished, ask volunteers to share their career bags with the class. Help the children verbalize the reasons for their choices, both positive and negative. Here are some questions to ask the group:

- *How strongly did you feel about some of your choices? Why?*
- *What did you learn about careers from this activity?*
- *What did you learn about each other?*
- *Why are different careers appealing to different people?*
- *Are any of these careers more appropriate for men than for women? Explain.*
- *How did your parents choose their jobs?*

Conclude the activity. Emphasize the connections between personal and lifestyle preferences and career choices. Thank the children for their participation.

What Would You Rather Have? _____

Game and Discussion

Relates to: Language Arts (oral language) and
Economics (opportunity cost), 2-3

Objectives: The children will discuss choices they make.

Time: approximately 15 to 20 minutes

Directions: **Preparation:** Make a list of items on the chalkboard. Include things you think the children would like to have or do. Here are some items that might appear on the list:

new bike
trip to Disney World
computer
camera
new coat
skates
soccer ball
visit to grandparent's
building set
dinner at MacDonald's
afternoon at the movies with two friends
video adventure game
2-week camping trip
etc.

Introduce the activity. Have the children sit in a large circle. Direct their attention to the items listed on the chalkboard. Tell them that they are going to play a game in which they must make quick choices between two things. Explain: *I'm going to call on one of you, name two things on the list, and ask you which one you would rather have. After you answer me very quickly, you call on someone else, read two items from the list, and ask that person which he or she would rather have. That person will then answer you, choose two items and call on someone else. It's OK to name the same items from the list that someone else has named. It's also acceptable to name items that aren't on the list. However, it's not OK to keep calling on the same person. Try to give everyone a chance. When it's your turn to decide, answer as quickly as you can.*

What Would You Rather Have? _____

(Continued)

Demonstrate by going through the process once or twice. Then, start the game. Just for fun, if you get a second turn, name something silly, like "broccoli," or "six cans of flea powder." Continue the game for several minutes, until all of the children have had an opportunity to participate.

Lead a discussion. Ask these and other questions to encourage the children to think and talk about their choices:

- *What choice did you make? Why?*
- *Did you have trouble deciding which thing you wanted? Why?*
- *What did you give up when you made your choice?*
- *Why do we have to make so many choices?*
- *Can you describe a choice you made at home or in school today?*

A Birthday Shopping Spree

Experience Sheet of Consumer Decisions

Relates to: Math, Economics, and Language
Arts (reading), 2-3

Objectives:

The children will:

- identify alternatives in decision-making situations.
- clarify personal beliefs and attitudes and how these affect decision-making.
- describe how decisions affect self and others.
- describe how previous decisions, needs, interests, peers, gratifications, and career information influence present and future decisions.
- use decision-making skills to set priorities, develop personal goals, and determine preferences.

Time:

approximately 40 minutes for readiness, work time, and discussion

Materials Needed:

a pencil and one copy of the experience sheet, "A Birthday Shopping Spree" for each child

Directions:

Distribute the experience sheet. Show the children how to fill it out. Say to the them: *I want you to pretend that you just had a birthday. You received several gifts of money from relatives, so now you have \$35 to spend. You are in a big department store, looking for something to buy with your money. Look at the items and decide what you want to buy. Write down the name of each item on one of these lines. Write the price down next to the name. Then add up all the prices. Remember, you can't spend more than \$35.*

Circulate and assist the children, as necessary.

When they are finished, say to them: *As you leave the store with your new things, you suddenly remember that tomorrow is your friend's birthday. You are invited to the party, but you don't have a gift yet. You decide to return one of your things and get something for your friend instead. What will you return? What will you get for your friend?*

A Birthday Shopping Spree — (Continued)

Give the children a few minutes to solve this new problem. Offer additional assistance.

Lead a discussion. Encourage the children to think about their decisions and how they made them. Ask these and other questions to generate a discussion:

- *How did you decide what to buy?*
- *Was it easy or hard to make your decisions? Why?*
- *When you had to choose between two things you wanted, how did you feel?*
- *How did you feel about returning something so you could get a present for your friend?*
- *Could you have gone to the party without a present? How would that feel?*
- *Why can't we have everything we want?*
- *When you have trouble making a decision, do you ask for help? From whom?*

Conclude the activity. Thank the children for being such good decision-makers.

Experience Sheet

A Birthday Shopping Spree

You are in a big store. You just got \$35 for your birthday. What would you like to buy with your money? Do you see anything here?

On the lines below, list the things you decide to buy. List their prices too. Remember, they have to add up to \$35 or less.

Story Book
\$4.95



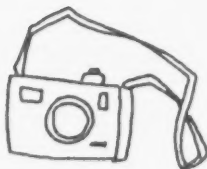
Teddy Bear
\$8.95



Video Game
\$25.95



Camera
\$22.50



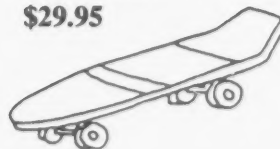
Stereo Headset
\$17.99



T-shirt
\$8.95



Skate Board
\$29.95



Swim Fins &
Snorkel Set
\$19.95



Calculator
\$9.95



Cartoon
Telephone
\$26.50



ITEM

PRICE

TOTAL (\$35 or less)

We Worked Together to Get It Done —

A Sharing Circle

Relates to: Language Arts (oral language), 2-3

Objectives:

The children will:

- describe the various roles an individual experiences (e.g., friend, student, worker, family member, etc.)
- describe the interdependence of the family unit in terms of working together and sharing responsibilities.

Time:

approximately 15 to 20 minutes

Directions:

Review the sharing circle rules. After forming the circle, ask the children to each name one rule that they think is particularly important. Add any rules that are not mentioned by the children.

State the topic. Say to the children: *Our topic today is, "We Worked Together to Get It Done." Sometimes we work alone to complete a job, but very often it is necessary for us to work with other people. In order for us to do a good job, we have to cooperate with one another. Try to think of a time when you and one or more people had to work together to get a job done. It might have been a project at school, like a report or mural. Maybe several members of your family helped to plant a garden, wash the car, or clean the garage. Or members of your Little League team or scout troop might have worked on a project together. Think about it for few moments, and, when you are ready to share, raise your hand. The topic is, "We Worked Together to Get It Done."*

Involve the children. Ask if anyone is ready to share. If the children need more time, take your turn first. Then invite them again. Be sure to thank each of the children who contributes.

We Worked Together to Get It Done —

(Continued)

Conduct a summary. After everyone has had an opportunity to share, facilitate a discussion concerning what was learned in the circle. Focus on the importance of cooperation in group projects. Ask these and other questions:

- *How was the work organized for your joint project?*
- *Why was it important that everyone do his or her full share of work?*
- *What would have happened if someone didn't do his or her job?*
- *What were the rewards of working together?*
- *How was the group rewarded for completing the project?*

Conclude the sharing circle. Thank the children for their cooperation and participation.

A Job My Family Does Together —

A Sharing Circle

Relates to: Language Arts (oral language), 2-3

Objectives:	The children will: —describe the various roles and individual experiences (e.g. family member). —describe the interdependence of the family unit in terms of working together and sharing responsibilities.
Time:	approximately 15 to 20 minutes
Directions:	Review the sharing circle rules. Gather the children together in a circle and ask volunteers to each name a rule. Continue until all of the rules have been reviewed. Add any that the children forget to mention. State the topic. Say to the children: <i>Today's topic is, "A Job My Family Does Together." There are many, many things that we do with our families. Just living in the same house or apartment is one thing we all do with our families. But today I'd like you to think of a job that you do with your family on a regular basis. Perhaps it's taking care of the yard. Maybe it's preparing a meal and eating together. Or it could be cleaning the house, or washing the car. You probably do many different jobs with your family, but I'd like you to think of one. Then, if you would like to, share it in the circle. The topic is, "A Job My Family Does Together."</i> Involve the children. When the children are ready to share, ask who would like to go first. Thank each child who participates. Remember to take your turn.

A Job My Family Does Together

(Continued)

Conduct a summary. After all of the children who want to share have had a turn, ask open-ended questions such as:

- *Why is it important for families to work together?*
- *Is one person in the family usually responsible for organizing everyone else?*
- *When you do things as a family, does everyone need to cooperate and work together? Why?*
- *What would happen if your family members didn't cooperate with each other?*

Conclude the sharing circle. Thank the children for listening and contributing.

Something I Really Like To Do _____

A Sharing Circle

Relates to: Language Arts (oral language), 2-3

Objectives:

The children will:

- describe leisure activities pursued by family, self, and friends.
- identify the value of leisure activities for enriching one's life style.
- understand that leisure activities and interests may lead to a career, and one's career may, in turn, affect the amount and use of leisure time.

Time:

approximately 15 to 20 minutes

Directions:

Review the sharing circle rules. Gather the children into a circle, greet them, and ask them to take turns naming the rules of the circle. Add any rules that the children do not mention.

State the topic. Say to the children: *Our topic for today is "Something I Really Like To Do." There may be many things that you like to do. But today, I'd like you to think of one thing you really enjoy doing. It could be drawing pictures, writing stories, or playing computer games. It might be swimming, or dancing, or building models. Take a moment to think about it. When you're ready to share in the circle, raise your hand and tell us about "Something I Really Like To Do."*

Involve the children. When the children are ready, ask a volunteer to be the first to share. Thank each child who participates. Remember to take a turn yourself.

Conduct a summary. After all the children have had an opportunity to share, encourage them to discuss what they have learned during the circle session. Suggested questions are:

- What kinds of leisure activities did you learn about?
- How might (reading) lead to a career?
- What would it be like to do a job every day that you didn't like?

Conclude the sharing circle. Thank the children for listening and sharing.

My Job Chart

Experience Sheet and Discussion

Relates to: Language Arts (writing) and Math, 2-3

Objectives:

The children will:

- describe how work is important to men and women.
- describe how people are capable of performing many different types of work and that occupations are not inherently male or female.
- describe how the contribution of an individual both inside and outside the home is important.

Time:

approximately 15 to 20 minutes the first day, and 5 to 10 minutes each additional day

Materials Needed:

one copy of the experience sheet, "My Job Chart," for each child, and pens or pencils

Directions:

Introduce the activity. Distribute the experience sheets. Have the children enter their name at the top of the sheet and write in the days of the week, starting with the first day that they will be using the chart. Have the children list the jobs they do in the column headed "Jobs I Do." Say to the them: *Write in as many jobs as you can think of now, and then add new jobs to the list as you do them. Each time you do a job during the week, locate that job column on the chart, then locate the correct day-of-the-week column. Put a check mark in the box where the two columns come together.*

Monitor daily progress. At the start of each day, ask the children to total the number of jobs they did the day before. Have them notice the variety of things for which they are responsible. (If the activity extends over a weekend, send the charts home with the children and suggest that they ask a parent or an older brother or sister to help them with the assignment.) At the end of the seven days selected, ask the children to total the number of times during the seven-day period that they did each job. Finally, have them add their daily totals. The sum of the daily totals should equal the seven-day total. Offer assistance to children whose sums don't match. Post the job charts on a bulletin board or display panel with the title, "Important Jobs We Do."

Conduct a follow-up discussion. Ask volunteers to tell the group about some of the jobs they do. As they share, facilitate a discussion by asking these and other questions:

- *Were you surprised at how many jobs you did?*
- *How do some of the jobs we do help other people?*
- *How do you feel when you complete one of your jobs?*
- *How does keeping a job chart make you feel about the jobs you do?*

Conclude the activity. Acknowledge the children for the many jobs they do, and thank them for their excellent record-keeping.

Extensions:

- Figure the average number of jobs done each day and the average number of jobs done for the complete seven-day period *by the entire class*.
- Suggest that each of the children ask a parent to keep a job chart for the same period so that parent and child get a better picture of each other's activities.
- Create a job chart for the classroom. List every child's name along with the tasks that are important to the success of the class, both behaviorally and academically.

Name _____

My Job Chart

	Days							Total For Seven Days
Jobs I Do								
1.								
2.								
3.								
4.								
5.								
6.								
7.								
Total Jobs Each Day								

Is It for Men or Women? _____

_____ Experience Sheet and Discussion

Relates to: Language Arts (reading and oral language), 2-3

Objectives: The children will:

- describe how work is important to women and men.
- describe how people are capable of performing many different types of work and that occupations are not inherently male or female.
- describe the changing life roles of men and women.

Time: approximately 15 to 20 minutes

Materials Needed: a pencil and one copy of the experience sheet, "Is It for Men or Women?" for each child

Directions: **Introduce the activity.** Distribute the experience sheets. Point out the list of occupations and ask the children to consider each one of them carefully. Read the list aloud to the children and define any unfamiliar terms.

Explain the task. Say to the children: *You must pick ten occupations for women and ten occupations for men. Write a **W** beside the occupations you decide are women's jobs and an **M** beside the occupations you decide are men's jobs. Be prepared to explain your decisions.*

While the children are marking their choices, list the same twenty occupations on the chalkboard. When the children have finished, tally the results. Take one occupation at a time and ask for a show of hands from those who decided it was a man's job, and those who decided it was a woman's job. Record and label the totals next to the job title.

Is It for Men or Women? — (Continued)

Lead a discussion. After the entire list has been tabulated, discuss the results. Depending on how the children divided the list, ask several open-ended questions such as these:

- *Why did doctor (mayor, banker, lawyer) get so many M votes?*
- *Has anyone in the class visited a woman doctor?*
- *Why did teacher (secretary, hair stylist) get so many W votes?*
- *Are there any male teachers at our school?*
- *Is there any job on the list that a woman can't do?*
- *Is there any job on the list that a man can't do?*
- *Where do we get our ideas of what is men's work and what is women's work?*

Conclude the activity. Thank the children for their valuable contributions to the discussion.

Is It for Men or Women?

Here are 20 occupations. Half of them (10 jobs) must be done by women. Half of them (10 jobs) must be done by men.

**Place a "W" in front of the jobs you think should be done by a woman.
Place an "M" in front of the jobs you think should be done by a man.**

1. doctor
2. teacher
3. cook
4. banker
5. lawyer
6. store clerk
7. mayor
8. history professor
9. secretary
10. manager of a grocery store
11. police officer
12. interior decorator
13. hair stylist
14. senator
15. radio announcer
16. model
17. computer operator
18. nurse
19. cashier
20. taxicab driver

Do Jobs Have Genders?

Group Task and Discussion

Relates to: Language Arts (oral language), 2-3

Objectives:

The children will:

- describe how work is important to women and men.
- describe how people are capable of performing many different types of work and that occupations are not inherently male or female.
- describe the changing life roles of men and women.

Time:

approximately 30 to 35 minutes

Materials Needed:

large sheets of chart paper and magic markers

Directions:

Introduce the activity. Ask the children: *Are there things adults can do that children cannot do?* Elicit examples of such things. Then ask: *Are there things that men do that women cannot do? Are there things that women do that men should not do?* Tell the children to be thinking about these questions.

Divide the children into two groups. Put all of the girls in one group and all of the boys in the other group. Distribute the chart paper and magic markers and have each group select a recorder. Explain the task: *I want the girls group to make a list of things that women do that men cannot do. I want the boys group to make a list of things that men do that women cannot do.*

Have the groups work on different sides of the room. Allow about ten minutes for them to develop their lists. Circulate and assist the recorders with correct terminology and spelling.

Bring the groups together and ask the recorders to post their lists so that they can be seen and discussed by the entire class. Invite each group to challenge the other's list. Encourage them to defend their choices. Help the children apply reasoning and logic to an evaluation of their choices, avoiding emotional competitiveness.

Do Jobs Have Genders? — (Continued)

Lead a culminating discussion. Ask these and other open-ended questions:

- *What makes us think that some jobs are for men and some for women?*
- *Did you change any of your ideas about male or female roles as a result of this activity?*
- *Do you think other people have ideas similar to ours?*
- *Are people changing their ideas about what men and women can and cannot do?*
- *What causes people to change their ideas?*

Conclude the activity. Remind the children that they will have a great many choices when they enter the work world and that many options will be open to them, regardless of whether they are male or female. Thank them for their cooperation and thoughtful contributions.

Variation: To increase awareness of self-limiting ideas, have the girls group list things men do that women cannot do, while the boys group list things women do that men cannot do.

The Most Important Job

Experience Sheet and Discussion

Relates to: Language Arts (oral language)
and Math, 2-3

Objectives: The children will describe how the contribution of individuals both inside and outside the home is important.

Time: approximately 30 to 40 minutes

Materials Needed: a pencil and one copy of the experience sheet, "The Most Important Job" for each child

Directions: **Introduce the activity.** Distribute the experience sheet, "The Most Important Job." Read through the list of jobs with the children. Make sure that the children understand what each job is. Then say: *In most towns and cities, there is at least one person doing each of these jobs. For example, most communities have a mayor. And even small towns usually have several fire fighters, and one or two restaurants with waiters and waitresses working in them. Almost all communities have at least one newspaper, so they have newspaper reporters, too. Decide which job you think is the most important to the community. Write the number 1 in front of that job under the heading, "My Ranking." Then decide which job you think is the second most important. Put the number 2 in front of that job. This is called ranking. Continue ranking the jobs until you have placed the number 15 in front of the job you think is the least important job in the community.*

Complete the individual rankings. Allow a few minutes for the children to make their choices. Circulate and assist those who are still uncertain about the tasks involved in some of the jobs.

Complete the group rankings. Ask the children to form groups of four or five. Explain to the groups that they must now go through the list again and agree on a group ranking for the jobs. Encourage them to debate the various options. If they have trouble agreeing on the most important jobs, suggest that they start with the least important jobs and work up.

The Most Important Job ——— (Continued)

Lead a discussion. Ask each group to share its list of rankings with the class. Focus on the reasons for the group's choices. After all of the groups have shared, ask several open-ended questions such as these:

- *Which jobs did all of the groups rank among the most important?*
- *Which jobs did all of the groups rank among the least important?*
- *How did your group make its decisions?*
- *When was it hard to agree? When was it easy?*
- *Is there any job on the list that a man or a woman could not do successfully?*

Conclude the activity. Commend the children for their efforts at reaching agreements. Acknowledge that the group ranking was a challenging task. Thank the children for their cooperation.

Experience Sheet

The Most Important Job

Here are 15 jobs that are important to your town or city. Which do you think is the most important job? Which do you think is the least important job?

Number the jobs from 1 (most important) to 15 (least important). Put the numbers in the column under "My Ranking."

My Ranking	Group Ranking	
_____	_____	fire fighter
_____	_____	principal
_____	_____	cable TV repair person
_____	_____	gas station attendant
_____	_____	waiter/waitress
_____	_____	banker
_____	_____	law officer
_____	_____	plumber
_____	_____	grocery store manager
_____	_____	newspaper reporter
_____	_____	electrician
_____	_____	letter carrier
_____	_____	mayor
_____	_____	nurse
_____	_____	teacher

Why I Think Work Is Important

A Sharing Circle

Relates to: Language Arts (oral language), 2-3

Objectives:

The children will:

- describe how work is important to women and men.
- describe how the contribution of an individual both inside and outside the home is important.

Time:

approximately 15 to 20 minutes

Directions:

Review the sharing circle rules. Have the children form a circle, greet them, and ask them to take turns naming the rules of the circle. Be sure to add any rules that the children leave out.

State the topic. Say to the children: *Our topic for today is, "Why I Think Work Is Important." We all do many different kinds of work. We do some kinds of work at home, other kinds of work at school, and still different kinds of work at offices, factories, and other places of employment. The work we do is important. Do you know why? Think of some work that you do and then think about how that work is important, either to you or to someone else. Then think about what your parents do when they go to their jobs. How is their work important? Think of one reason that work is important and share it with us. We'll take a little extra time to think about the topic today. It is, "Why I Think Work Is Important."*

Involve the children. When the children are ready, ask a volunteer to be the first to share. Thank the children who participate. Remember to take a turn yourself.

Conduct a summary. After all of the children have had an opportunity to share, encourage them to discuss what they learned in the circle. Ask these and other questions:

- *What are some of the things that make work important?*
- *What would happen if people didn't work?*
- *How is the work that adults do different from the work that children do?*

Conclude the sharing circle. Thank the children for listening and sharing.

How My Mistake Helped Me Learn —

A Sharing Circle

Relates to: Language Arts (oral language), 4-6

Objectives:

The children will:

- describe choices that they make.
- describe what one can learn from making mistakes.

Note: This is the last in a series of four activities relating to problem-solving and decision-making. It bridges from the prior activities to the sensitive subject of mistakes, and enlarges the theme already established: that experience can be an excellent teacher.

Time:

approximately 15 to 20 minutes

Directions:

Review the sharing circle rules. Ask the children to name the rules and commit to following them during the circle.

State the topic: In your own words, tell the children: *We've been talking recently about decisions we've made and problems we've solved. Today, we're going to talk about mistakes we have made. We're going to describe how getting something wrong the first few times we tried it, eventually helped us get it right. Our topic for this session is, "How My Mistake Helped Me Learn."*

Have you noticed how hard it is to do some things right the very first time you try them? Of course, no one ever wants to make a mistake, and we shouldn't make them on purpose, but often it is through a mistake that we find out how to do something correctly. Try to think of an example from your own experience. Maybe you learned to spell a hard word correctly after spelling it incorrectly several times. Or perhaps you had to take a few spills before learning how to ride a bike or a skateboard. When you raise your hand, I'll know that you are ready to start the session. The topic is, "How My Mistake Helped Me Learn."

How My Mistake Helped Me Learn —

(Continued)

Involve the children: Ask a volunteer to share. If none of the children is ready, take your turn first. As the children speak, model good listening by giving each one your full attention. Ask an open-ended question or two to individual children, but only when they are in obvious need of assistance. For example: *How did you feel when you first made the mistake, (Earline)? and How do you feel about it now?* Thank each child who contributes.

Conduct a summary: Ask these and other open-ended questions to help stimulate a free-flowing discussion.

- *Why do people think of mistakes as shameful and embarrassing?*
- *What's good about making a mistake?*
- *What could you say to a friend who refuses to try something because he or she is afraid of doing it wrong?*
- *What helpful things can we say to ourselves when we make a mistake?*

Affirm the notion that mistakes (errors and difficulties) are sometimes our best teachers. Embarrassment and shame tend to discourage us and prevent our trying again, while acknowledging mistakes and looking for the lessons in them allows us to grow and benefit.

Conclude the sharing circle: Thank the children for sharing their experiences and for listening so well in this sharing circle.

The Invisible Price Tag

Experience Sheet and Discussion

Relates to: **Math, Economics (opportunity cost) and Language Arts (reading, writing, and oral language), 4-6**

Objectives:

The children will:

- clarify personal beliefs and attitudes and how these affect decision-making.
- describe how decisions affect self and others.
- describe how previous decisions, needs, interests, peers, gratifications, and career information influence present and future decisions.

Time:

approximately 15 minutes to introduce the activity, 30 minutes for writing (may be done as homework), and 20 minutes for follow-up discussion

Materials Needed:

a pencil and one copy of the experience sheet, "The Invisible Price Tag" for each child

Directions:

Introduce the activity. In your own words, describe to the children the following situation:

Laura and her Dad belong to a sailing club. Every other Saturday, club members sail their boats together. Sometimes they have a race. They always picnic afterwards. Laura has become good friends with the other kids her age in the club. Now she has been asked to join the soccer team, which has a game every Saturday. She really enjoys soccer, and her friends on the team say they need someone with her ability. But she hates to give up the sailing club. Laura's Dad says he will support any decision she makes, but she is also afraid that he won't have anyone to crew for him if she chooses soccer.

The Invisible Price Tag

(Continued)

Ask the children what they would do if they were Laura. Discuss their choices and the reasons for them. Then introduce the concept of *opportunity cost*. Say to the children: *Economists (social scientists who study the production, distribution, and consumption of goods and services) tell us that the real cost of a decision isn't what we pay in money, but what we give up when we make a choice. Since we can't have (or do) everything, we must often give up one opportunity in order to take advantage of another. What are the opportunity costs of each of Laura's choices?*

Help the children name the opportunity costs Laura would pay if she stayed in the sailing club. List them on the chalkboard. Then list the opportunity costs she would pay if she joined the soccer team. Point out that being aware of opportunity costs can often help us make decisions.

Give each child an experience sheet. Allow the children ample time to fill out the sheet in class, or ask them to complete it at home and bring it back the next day.

Lead a discussion. Encourage the children to talk about their choices and the reasons for them. In the process, ask these and other open-ended questions:

- *What did you decide to do with your money?*
- *What influenced your decisions?*
- *Did we all decide to do the same thing with our money?*
- *Why did we choose to do different things?*
- *What is meant by the title, "The Invisible Price Tag?"*
- *What were some of the opportunity costs you listed?*
- *Did thinking about opportunity costs help you decide? How?*
- *Do people pay opportunity costs when they choose one career over another? Give an example.*

Conclude the activity. Reinforce the notion that thinking about opportunity costs can be a valuable step in decision-making. Thank the children for their participation.

Experience Sheet

The Invisible Price Tag

What would you do if . . .

You just inherited \$500!

List below the things you want to buy or do with the money.

ITEM

AMOUNT OF \$

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

TOTAL

Did you save any of your money?
Why or why not?

Do you have enough money for *everything* you want?
What were the *opportunity costs* of your decisions? *

* Remember, *opportunity cost* is what you give up when you make a choice.

Delving into Decisions

Writing and Discussion

Relates to: Language Arts (writing, and oral language), 4-6

Objectives: The children will:
—clarify personal beliefs and attitudes and how these affect decision-making.
—describe how previous decisions, needs, interests, peers, gratifications, and career information influence present and future decisions.

Time: approximately 10 minutes to introduce the activity, 20 minutes for writing, and 20 minutes for discussion

Materials Needed: chart paper and magic marker; writing materials for the children

Directions: **Preparation:** On chart paper, list the following statements about decision-making:

1. A decision is not necessary unless there is more than one course of action to choose from.
2. You and I may face the same decision, but because we are different, each of us may make a different choice.
3. Learning decision-making skills increases the possibility that I can have what I want.
4. Each decision is limited by what I am able to do. If I cannot drive a car, I cannot choose between walking and driving.
5. The more alternatives I know about, the more I am able to do.
6. Each decision is also limited by what I am willing to do.
7. What I am willing to do is usually determined by what I value (believe in) most.

Introduce the activity. Ask the children to help you define the term *decision-making*. Record their suggestions on the chalkboard and discuss. Through consensus, try to arrive at a simple definition that focuses on the aspect of choice, such as:

Decision-making is when a person selects from two or more possible choices.

Delving into Decisions

(Continued)

Show the children the prepared list of statements. Briefly read through the statements to ensure that the children understand them. Then assign each child a statement. (Number the children off from one to seven and tell them to match their number to a statement.)

Explain the writing assignment. Tell the children that you want them to write about a decision they made recently and how it relates to their statement. Say to them: *Think of a decision. It can be a big decision like how to spend your summer vacation, or a very small one like what to eat for breakfast. Describe the decision. Then explain how your statement about decision-making is true for that decision. For example, if your decision was to have pancakes for breakfast, and your decision-making statement is, "The more alternatives I know about, the more I am able to do," you might explain that if you didn't know there was pancake mix, you wouldn't have been able to make that decision. Or, because you knew that there was cereal, eggs, fruit, pancake mix, and frozen waffles, you were able to do more than if you had only known about the cereal.*

As the children write, circulate and offer assistance.

Have the children form small groups. Tell the 1's to get together, the 2's to get together, etc. Ask them to take turns sharing their compositions with the group. Encourage them to discuss each one in relation to the group's decision-making statement—and any other statement from the list that they think applies. Finally, have the children check one another's papers for spelling and punctuation. (Have the children rewrite their papers later; then display them.)

Delving into Decisions

(Continued)

Lead a culminating discussion. Gather the groups together and encourage them to talk about what they learned. Ask these and other questions:

- *Were there any decisions for which the decision-making statements were not true?*
- *What did you learn about decision-making from this activity?*
- *How do your beliefs affect decision-making? Your attitudes? Your likes and dislikes? Your previous experiences?*
- *What can you do to increase your alternatives in a decision-making situation?*
- *How can you increase your alternatives for a career while you are still in school?*

Conclude the activity. Go back to the original definition of decision-making and ask the children if they still think it is true. If appropriate, modify it. Thank the children for their participation and ideas.

Hobby Poll

Experience Sheet and Discussion

Relates to: Language Arts (oral language)
and Math, 4-6

Objectives:

The children will:

- describe leisure activities pursued by family, self, and friends.
- identify the value of leisure activities for enriching one's life style.
- understand that leisure activities and interests may lead to a career and one's career may, in turn, affect the amount and use of leisure time.

Time:

approximately 25 to 30 minutes of class time

Materials Needed:

one copy of the experience sheet, "Hobby Poll" for each child

Directions:

Introduce the activity. Remind the children that hobbies are one way of discovering vocational interests. Suggest that it would be interesting to know what percentage of adults chose their careers at least partially as a result of childhood hobbies, and that they could find out by polling working adults at school and in their neighborhoods.

Distribute the experience sheets. Read through and discuss the questions. Tell the children that they are to interview two employed adults of their choosing. (Give additional experience sheets to children who wish to interview more than two adults.)

Demonstrate the interview process. Select two able (and willing) students to role play the interview process. Suggest that the interviewer introduce herself to the interviewee and say that she is working on a class project and would appreciate a few minutes of his time to answer four questions. Working from the experience sheet, have the interviewer ask each of the questions and record a response. Coach and assist, as necessary.

Give the students about three days to conduct the two interviews.

Hobby Poll

(Continued)

Have the students form groups of four or five and tabulate the results of their interviews. How many hobbies led to jobs? What percentage does that represent? What, if any, conclusions can they draw about hobbies?

Facilitate a class discussion. Have each group report its findings to the class. Let the children help you total the numbers and percentages for all the groups together. Record these on the chalkboard. Ask several questions to generate discussion:

- *How do you choose your hobbies?*
- *How do people benefit from having hobbies?*
- *Do you think those people who developed their careers from hobbies are happier in their jobs than those who didn't? Why or why not?*
- *What kinds of hobbies seemed to lead to jobs/careers?*

Conclude the activity. Thank the children for their excellent interviewing and class participation.

Experience Sheet

Hobby Poll

Directions: Interview 2 adults. Record their answers to the following questions:

Name _____

What hobbies did you have when you were a child?

What is your profession/job? _____

Which, if any, childhood hobbies helped you decide on a career?

What hobbies do you have now? _____



Name _____

What hobbies did you have when you were a child?

What is your profession/job? _____

Which, if any, childhood hobbies helped you decide on a career?

What hobbies do you have now? _____

Why Do You Work?

Survey and Discussion

Relates to: Social Studies, Math, and
Language Arts (oral language), 4-6

Objectives:

The children will:

- describe how work is important to women and men.
- describe how the contribution of the individual both inside and outside the home is important.

Time:

approximately 90 minutes of class time for data tabulation, graph-making, and discussion

Materials Needed:

one copy of the worksheet, "Why Do You Work?" for each child

Directions:

Introduce the activity. Ask the children why they think people work. Record their ideas on the chalkboard. Aside from the need to earn a living, talk about such issues as fulfilling one's potential, using one's abilities and talents, contributing to society, etc. Ask the children if they think men and women are the same or different in these respects. Point out that in many families, both parents have to work in order to own a home, save money for the college education of the children, etc., and that sometimes it can seem like they only work because they have to.

Suggest that the class do a survey to find out why people work. Tell the children that you want each of them to interview four people—two men and two women—and write down their answers to some questions.

Distribute the survey worksheets. Go over the questions with the children. Ask one of the children to interview you so that you can demonstrate how to fill in the worksheet. On the first question, tell the interviewer that you work to support yourself (your family). Have the interviewer check the corresponding answer on the form. Add that you *also* work because you love teaching (or for some other reason). Tell the interviewer to write in that answer where it says "other."

Why Do You Work?

(Continued)

Tabulate the results. When the children return their survey forms, appoint a small group to add up the responses. Have them make a list of "other" reasons people work. Transfer the list to the chalkboard or chart paper so that the class can examine it as a group.

Graph the results. Ask another team of students to transfer the findings to bar graphs comparing the answers of men to the answers of women.

Lead a discussion. Look at the graphs and the list of "other" reasons people work. Interpret the results with the children. Ask these and other appropriate questions:

- *What are some of the reasons these people work?*
- *Do most of them want to work?*
- *What differences do you see between the men and the women we interviewed?*
- *How can we show people who work inside the home that their work is important?*

Conclude the activity. Thank the children for being good interviewers and interpreters of data.

Why Do You Work?

Directions: Interview four people who work outside the home—two women and two men. Ask these questions:

Name: _____

Sex: ____M ____F

Occupation:

Why do you work?

____to support myself/my family

_____ other

Would you work even if you didn't have to? ____yes ____no

Name: _____

Sex: ____M ____F

Occupation:

Why do you work?

____to support myself/my family

_____ other

Would you work even if you didn't have to? ____yes ____no

Survey Worksheet _____ **(Continued)**

Name: _____

Sex: ____M ____F

Occupation:

Why do you work?

____to support myself/my family

_____other

Would you work even if you didn't have to? ____yes ____no

Name: _____

Sex: ____M ____F

Occupation:

Why do you work?

____to support myself/my family

_____other

Would you work even if you didn't have to? ____yes ____no

Oh, the Things We Can Do!

Research and Reports

Relates to: Social Studies and Language Arts
(reading and oral language), 4-6

Objectives:

The children will:

- describe the changing life roles of men and women in work and family.
- describe how work is important to women and men.
- describe how people are capable of performing many different types of work and that occupations are not inherently male or female.

Time:

approximately 20 to 30 minutes for research, 5 minutes for each report, and 10 minutes for the culminating discussion

Materials Needed:

newspapers, newsmagazines, and other periodicals containing articles about, or references to, working men and women

Directions:

Introduce the activity. Suggest to the children that a good way to find out about careers and jobs of many different kinds is to look at news articles about real people. Tell them that you want them to work in pairs—and to find pairs of articles. Explain: *Look for one article about a man, and a second article about a woman. The articles don't have to feature the person. Maybe the person is only referred to in the article. That's OK, as long as you can explain what the person's job or career is, and why he or she is mentioned in the article. For instance, you might see an article about population growth that quotes a professor at the university who is an expert on population. Tell us the main points of the article, the name of the professor, and what he or she had to say.*

Have the children choose partners. Distribute the newspapers and magazines. As the children work, circulate and offer assistance. Explain the meaning of unfamiliar terms and job titles. Provide background information to help the children understand the subject and significance of each article.

Have the children take turns presenting their pairs of workers. Keep a running list of job titles on the chalkboard. Indicate whether each job is held by a male or female worker.

Oh, the Things We Can Do!

(Continued)

Lead a discussion. Focus on the great variety of things that people can do. Encourage the children to talk about what they learned from the activity. Ask these and other open-ended questions :

- *What jobs sounded particularly interesting to you? Why?*
- *Were there any jobs you had never heard of before? Which ones?*
- *Was there any job that could not be done by a man? ...by a woman?*
- *When should a person's sex be a factor in deciding whether or not the person should have a job or career?*

Conclude the activity. Thank the children for their excellent research and reporting.

Stereotypes and Expectations _____

Literature and Discussion

Relates to: **Language Arts (listening and oral language), 4-6**

Objectives: The children will:

- describe how people are capable of performing many different types of work and that occupations are not inherently male or female.
- describe the changing life roles of men and women in work and family.
- describe how work is important to women and men.

Time: several sessions of about 20 minutes each

Materials Needed: a copy of the book, *Nobody's Family Is Going to Change*, written and illustrated by Louise Fitzhugh, New York, Farrar Straus, 1974

Directions: **Read *Nobody's Family Is Going to Change* to the children.** This is a middle-reading novel, so plan to spread the activity over several days. Although the story is about a black family, the problems of parental expectations, stereotypes, and family pressures are universal. Emma Sheridan wants to be a lawyer. She constantly imagines herself pleading difficult cases—and winning. But it is her brother who feels the career pressure. Mr. Sheridan, himself a lawyer, expects Willie to follow in his footsteps and doesn't much care what Emma does. Meanwhile Willie wants more than anything to become a professional dancer.

Stereotypes and Expectations

(Continued)

Discuss the story. After each session, spend some time talking to the children about the book and related real-life issues, such as sex stereotyping and parental expectations. Here are some questions to ask the children. Use them at appropriate points in the story:

- *Why can't Mr. Sheridan imagine Emma as a lawyer?*
- *Why can't his father imagine Willie as a dancer?*
- *Where do we get the idea that some jobs are just for females and others just for males? What's wrong with that notion?*
- *Can you think of a job that a woman cannot do?*
- *Can you think of a job that a man cannot do?*
- *What can you do if your parents want you to be something that you are not interested in?*
- *What could happen if you choose a career that you don't want, just to please your parents?*
- *What conclusion did Emma come to?*
- *What would you have done if you were Emma? ...if you were Willie?*

Conclude the activity. Reinforce the concept that no job or career is inherently male or female and that virtually every option is open to the children, regardless of their sex. Thank the children for listening and participating.

Alternatives: Many middle-reading books are consistent with sex equity standards. Keeping in mind that the issues vary from book to book, other possible titles include:

The Not-Just-Anybody Family by Betsy Byars, Delacorte, 1986

The Wrestling Princess and Other Stories by Judy Corbalis, Deutsch, 1986

Harriet the Spy by Louise Fitzhugh, Harper, 1964

Hazel Rye by Vera and Bill Cleaver, Lippincott, 1983

several books from the *Anastasia Krupnik* series by Lois Lowry, Houghton Mifflin, 1979 and later

We've All Come a Long Way!

Listening and Discussion

Relates to: Language Arts (oral language), 4-6

Objectives:

The children will:

- describe the changing life roles of men and women in work and family.
- describe how the contribution of the individual both inside and outside the home is important.
- describe how work is important to women and men.
- describe how people are capable of performing many different types of work and that occupations are not inherently male or female.

Time:

approximately 20 minutes

Directions:

Introduce the activity. Ask the children to listen carefully while you read to them about some real people. Tell them that you will be asking them several questions after each story.

Read the following sketches aloud to the children. After each one, lead a discussion about the lifestyle/gender equity implications contained therein. Ask the questions provided, and any others that seem appropriate:

- J. Anderson & Associates is an architectural/space-planning firm with about fifty employees. It specializes in designing the interior space of large office buildings, shopping malls, and other businesses. The president of the company is Jane Adams. She changed her name last year when she got married. She was Jane Anderson when she started her company twelve years ago, and would have preferred to call the business Jane Anderson & Associates, but feared that a female name might keep clients away. All that has changed now. Jane has proven that she knows what's she's doing. Her company is very successful. Times have changed too. Jane no longer has to hide the fact that she is a woman.

- *Why was Jane afraid to put her first name on the business?*
- *Do most people expect an architect to be a man? Do you? Why?*
- *Why did Jane have to prove that she knew what she was doing?*
- *How have times changed?*
- *Would a woman starting out as an architect today have to hide the fact that she is a woman?*

We've All Come a Long Way!

(Continued)

- When the Stavros kids come home from school, their Dad often meets them in the kitchen with one of his special gourmet snacks. Robert Stavros and Carolyn Baldwin both worked in the city during the first years of their marriage. When they decided to have children, they agreed that one of them should stay at home. Carolyn didn't want to leave her law practice, so Robert started a small mail-order business that he could operate out of the garage. Much of the time, however, Robert can be found happily preparing dinner, shuttling the kids to games and music lessons, helping them with their homework, and directing dozens of household routines.

- *Why did Robert stay home instead of Carolyn?*
- *Does Robert enjoy the work that he is doing at home? Why?*
- *What makes managing a household important work? What makes it hard?*
- *Who should do household work? Why?*

- Elena Garcia sells phone systems for the telephone company. She started working for the company as a part-time telephone operator. After a few months, she began feeling bored, so someone suggested that she apply for a position in the sales department. Now Elena is their top salesperson. She designs complex phone systems for big companies and, when the systems are installed, holds classes to teach the employees how to use them. Elena, who dates but does not want to get married, lives alone in the townhouse she bought four years ago. She and a friend are currently planning a trip to China.

- *What is Elena's job? Does her career sound exciting?*
- *Salespeople used to be called salesmen. Do you know why?*
- *Does anyone here have a parent who is a salesperson?*
- *Why do you suppose Elena doesn't want to get married?*
- *Could Elena do all the things she is doing now if she were married? Why or why not?*

We've All Come a Long Way!

(Continued)

- Larry Potter is a geography professor. His wife, Jan, teaches math at the local community college. When they got married, Larry and Jan agreed to put off having children so that they could travel. Now in their late thirties, they have been to almost every part of the world at least once. Next year, Jan plans to quit her job and have a baby. She doesn't expect to start teaching again until her child is well along in school. Maybe she'll write a math book if she gets bored, but right now Jan is looking forward to doing the work of a housewife and mother.

- *Why did Jan and Larry wait to have children?*
- *Do you think they will have a lot to teach their children?*
- *Why is Jan looking forward to staying home with her child?*
- *If Jan gets bored, what does she plan to do?*
- *If Jan had had a child when she first got married, would she have as many choices now?*

Conclude the activity. Summarize by pointing out the many options that are available to both men and women today. Thank the children for listening and contributing.

My Dream Career

A Sharing Circle

Relates to: Language Arts (oral language), 4-6

- Objectives:** The children will describe how work is important to women and men.
- Time:** approximately 20 minutes
- Directions:**
- Review the sharing circle rules.** Ask the children to take turns naming the rules. Discuss any that they have had difficulty following during previous sessions. Before beginning the circle, ask them to commit to following the rules throughout the session.
- Introduce the topic.** Say to the children: *Our topic for today is, "My Dream Career." We've talked about different kinds of careers, about our interests and abilities, and about what we can do to prepare for a career. Today, let's tell each other about our fantasies. When you are day-dreaming about your future, what do you see yourself doing? Do you imagine that you are a successful surgeon, singer, or actor? Do you see yourself as an astronaut on a trip to Mars, a model wearing beautiful clothes, or an architect designing skyscrapers? Maybe you dream about working in a big office building and making important decisions that involve lots of other people. Or maybe you see yourself working in a lab, inventing things or discovering the secrets of the universe. Don't be shy. Close your eyes, take a few moments to think about it, and then tell us your dream. The topic is, "My Dream Career."*
- Involve the children.** Ask a volunteer to share. Model good listening by giving each person your full attention. Remember to take a turn yourself.
- Conduct a summary.** When the children have finished sharing, encourage them to talk about what they learned in the circle. Use these and other questions to spark a discussion:
- *What kinds of dream careers did we talk about?*
 - *Why is it important to imagine ourselves doing wonderful things?*
 - *What can you do to make your dream career a reality?*
- Conclude the sharing circle.** Thank the children for listening, and for sharing their dreams.

A Self and Career Awareness Program for the elementary grades

**With INSIGHTS, you'll take children—and learning—a giant
step closer to the real world!**

INSIGHTS is a collection of over 100 career development activities for grades K-6. Each activity is designed to meet one or more specific competencies established by the National Occupational Information Coordinating Committee (N.O.I.C.C.)

Self-Knowledge

- Knowledge of the importance of self-concept.
- Skills for interacting with others.
- Awareness of the importance of growth and change in career decision making

Educational/Vocational Development

- Awareness of the benefits of educational achievement.
- Awareness of relationship between work and learning.
- Skills for understanding and using career information.
- Awareness of the importance of personal responsibility and good work habits.
- Awareness of how work relates to the needs and functions of society.

Career Planning and Exploration

- Understanding of how decisions are made.
- Awareness of the interrelationship of life roles.
- Awareness of different occupations and changing male/female roles.
- Awareness of the career planning process.



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